DOCUMENT RESUME

ED 337 605 CE 059 150

AUTHOR	Mims, Grace Ann; Daniels, M. Harry
TITLE	The Career Mystery: Whose Decision Is It, Anyway? Workbook.
INSTITUTION	Southern Illinois Univ., Carbondale.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Dec 90
NOTE	125p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Choice; *Career Counseling; Creativity; Decision Making; *Family Influence; Guidance Programs; School Counselors; Secondary Education; Sex Bias; Teaching Guides; Work Experience

ABSTRACT

This document contains two products: a five-part workbook and a brief supplementary booklet entitled "Career Decision Making--A Creative Process--It Was Just an Idea." These materials may be used by teachers and counselors to assist junior high and high school students in examining their career decision-making processes and investigating how their decisions are influenced by the members of their families. The workbook's five sections explore the following topics: organizing a personal "board of directors" for help in decision making; creative career decision making, including personal growth and development; family influence; the world of work; and integrating personal, family, and work reality. The supplementary booklet contains suggestions for individual and family activities that can promote career awareness. The activities, which present opportunities for using everyday situations to focus on career information, are grouped under the following headings: Alphabet Soup; Importants; Occupational Family Trees; Key Influential Factors; Career Mystery; Family Outings; Going to the Movies; Dining Out; Television; Books; Magazines; Newspapers; and Yellow Pages. Some suggestions for "Keeping Career Ideas Lit" are provided: encourage questions, allow creativity, consider alternatives, promote independence, eliminate sex bias, share work experience, and explore college alternatives. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Beaumont

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE CAREER MYSTERY: WHOSE DECISION IS IT, ANYWAY?

Grace Ann Mims
and
M. Harry Daniels, Ph.D.

December, 1990

This publication is available from

CURRICULUM PUBLICATIONS CLEARINGHOUSE
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

800-322-3905
309-298-1917

FOREWORD

The materials included in this booklet represent a specific application of an ecosystemic model of career decision-making proposed by M. Harry Daniels and Lorna Hecker McGregor. The model proposes that career decisions are made within a psychosocial context that is influenced by the individual decisionmaker, the familial environment in which the decisionmaker was raised, and the conventional expectations of employers.

Readers interested in knowing more about the model are encouraged to read the following publications:

Families: The Foundation of Equity
The Families' Management of Ambiguity
Leaving Home and Finding Work

Copies of each may be obtained from the Illinois Vocational Curriculum Center or by contacting

Dr. M. Harry Daniels
Department of Educational Psychology
Wham 223
Southern Illinois University - Carbondale
Carbondale, Illinois 62901

THE CAREER MYSTERY: WHOSE DECISION IS IT, ANYWAY?

Part One - You, Your Family, Work: What is the Reality? 1

"Whose Decision Is It, Anyway?" 2

Board of Directors 5
  Organizing Your Board of Directors 6
  Member Selection 7
  Exploring Your Expectations 9
  Setting Goals 12
  Participation and Influence 13
  Your Role as Chief Executive Officer 14
  Evaluation of the Board 15
    Healthy Characteristics for the Board of Directors 16
    Symptoms of an "Unhealthy" Board of Directors 17

Part Two - Your Reality 18

Career Decision Making: A Creative Process 19
  Open Your Mind To Fresh Ideas 20
  Blocks To Creativity 21
  Career Decision-Making Styles 22
  5 Decision-Making Steps 25

You - With the Past at Your Back and Your Future Unsure 26
  Changes Ahead 27
  Making Sense of Change 29
  Risk Taking: A Chance You Ought To Take 30
  Wall Street 31
  The Way I See Me 35
  Rising to the Challenges of Personal Growth and Development 37
    Vector 1: Developing Competence 38
    Vector 2: Managing Emotions 39
    Vector 3: Developing Autonomy 40
    Vector 4: Establishing Identity 41
    Vector 5: Freeing Interpersonal Relationships 42
    Vector 6: Developing Purpose 43
    Vector 7: Developing Integrity 44
    Measuring Your Personal Development 45
  Goal Setting 48

Part Three - Your Family's Reality 49

The Big Myth . . . Families Don't Matter 50
  Questions & Answers 51
  Your Family Memories 52
  Your Family's Occupational History 54
  Your Family Genogram 56
  Relationships 62
  Family Rules 69

Part Four - The Reality of Work 75

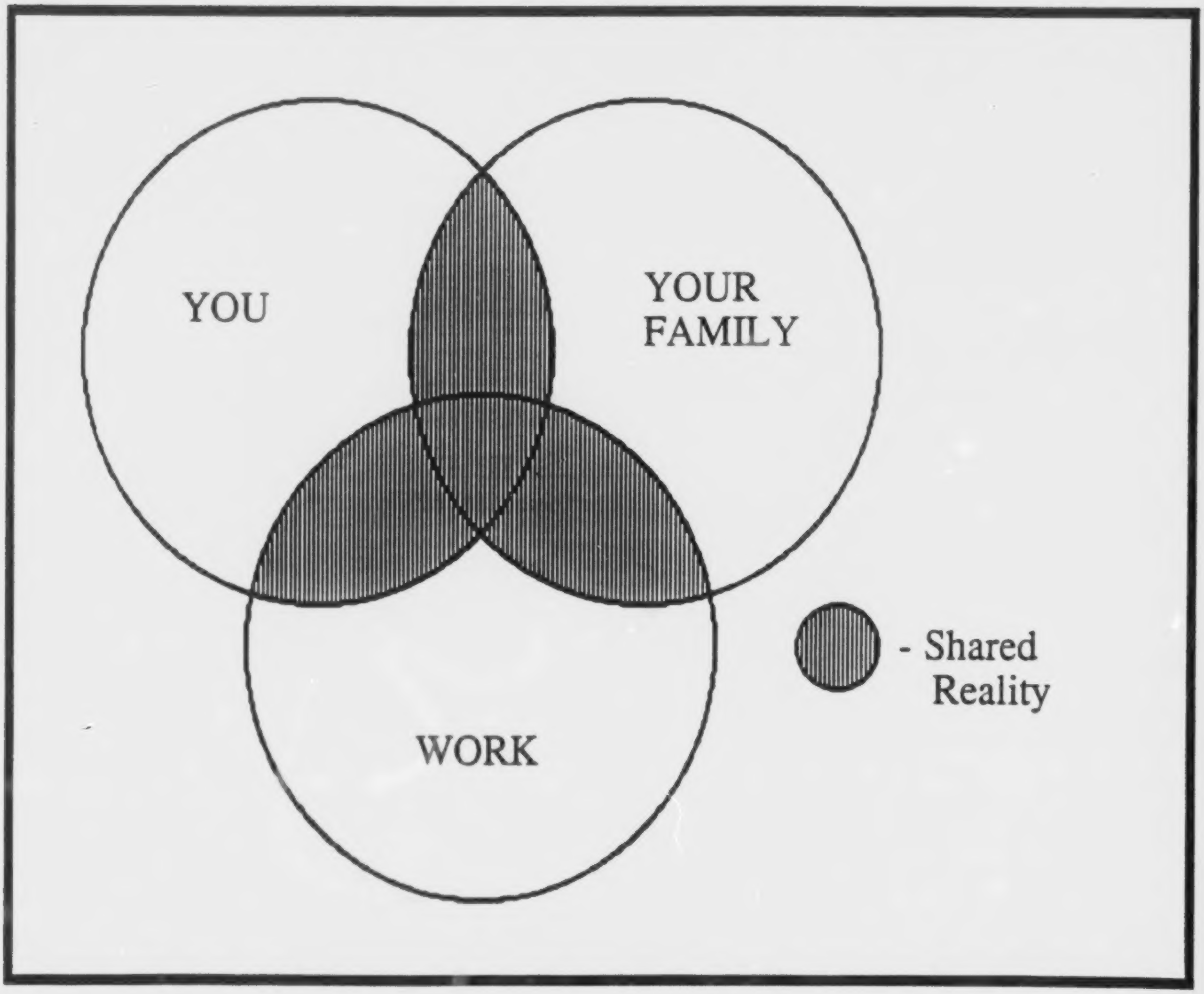
About the World of Work 76
  Myths About Careers 77
  Rules in the Work Setting 79
  Stereotypes and Sex Bias 80
  Career Roles 81
  Stereotyped Reactions 82
  First Place 83
  Men Should/Shouldn't - Women Should/Shouldn't 84
  Dictionary of Occupations 86

Part Five - You, Your Family, Work: Sharing A Reality? 87

Integrating Realities 88
  Reality As You See It 89
  Reality As Viewed By Your Family 90
  Reality As Viewed By the World of Work 91
  Variations in "Shared Reality" 92
    Differing Views of Reality 93
    Similar Views of Reality 94
  Your Personal Psychosocial Context 95

PART ONE

YOU, YOUR FAMILY, WORK: WHAT IS THE REALITY?


YOU
YOUR FAMILY
WORK
- Shared Reality

BEST COPY AVAILABLE

??"Whose Decision Is It, Anyway?" ??

From the time you were old enough to answer, you've been asked the mysterious question, "What do you want to be when you grow up?" You may have had an answer for this question and the next day the answer was probably different. Whether you considered the question seriously then or whether you assumed you'd address it later, you have probably decided that now is later and that this is a serious question. Put another way, you have decided it is time to unravel your career mystery.

This Career Mystery Workbook, like most mystery books, relies on identifying clues to assist you, the detective, in finding the information needed to explain the unexplained—in this case, important influences that affect your career decision.

The question implies that YOU will be making the decision for YOUR life. You are probably aware that you seek assistance when facing a decision, especially a decision like career choice which has such an impact on your future. The mystery that surrounds the question is related to the growing belief that career decisions are NOT made in isolation, but, rather, in a PSYCHOSOCIAL CONTEXT. Your psychosocial context consists of three distinct yet interrelated influences that affect your career choice. In fact, these influences can be so powerful that it becomes important to consider the question, **"Whose decision is it, anyway?"**

1. You
2. Your family, and
3. Your prospective employer(s).

Exploring these clues will help you in solving your career mystery. These clues (your psychosocial context) are presented in Figure 1. Notice that each clue is represented as a circle. Yet the three circles are not separate—instead—the circles overlap and interlock. Your prospective employer clue is labeled as "work."

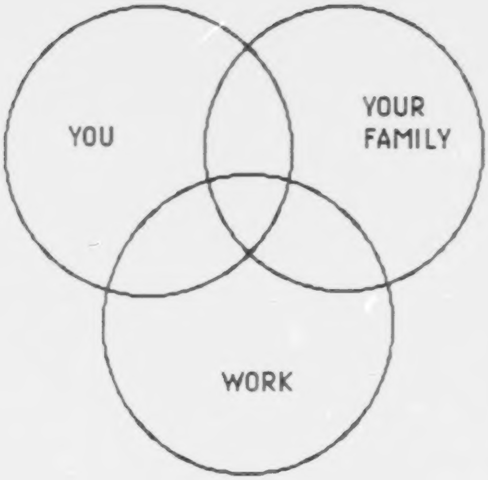


FIGURE I

Each clue has with it a set of expectations for you:

- You may expect to select a job that pays well.
- Your family may expect you to select a well-paying job which allows you to live close to home.
- Your employer may expect you to relocate to another part of the country.

Notice that in this example, you and your family share the expectation of a well-paying job. On the other hand, the family's expectation for you to stay close to home is a direct contradiction to the employer's expectation for you to relocate.

As portrayed by the example, the three sets of expectations are seldom completely shared. While each set has its own unique expectations, some expectations are shared between two but not the third. There are those expectations that are common to all which is called "shared reality."

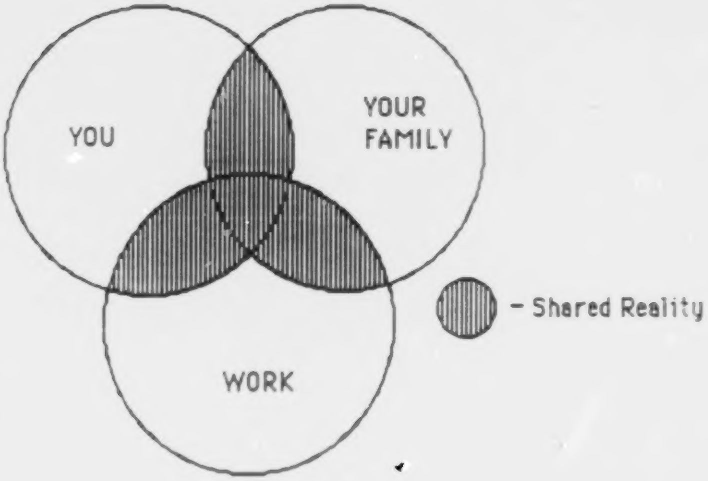


FIGURE II

Career decisions that are based in a shared reality tend to be both satisfying and satisfactory ones—satisfying to you the decisionmaker, and satisfactory to those involved with your decision. The purpose of this workbook is to maximize your career opportunities through an exploration of your personal psychosocial context and its influences on your career choice.

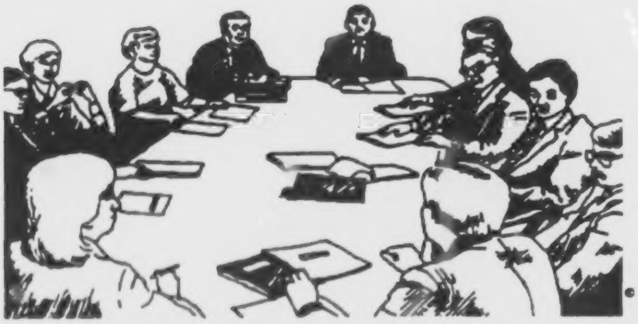
BOARD OF DIRECTORS

Most organizations rely on a group of people such as a Board of Directors for its leadership. Each member brings to the Board personal talents, skills, and expertise which create a better understanding of problems. The use of a committee encourages combined thinking and permits a wider coverage of ideas. While members of the Board share the responsibility for directing the organization by planning, creating ideas, shaping policies, making decisions, and carrying out tasks, one member, the Chief Executive Officer (CEO), is ultimately responsible for the effectiveness of the Board.

Choosing a career makes you the Chief Executive Officer of a Board of Directors. While you may not have officially organized a Board of Directors, there are people who have or will influence and direct your life much like a Board of Directors influences and directs an organization. Important decisions are rarely made by oneself. For example, when faced with a problem, individuals may seek advice, ask for opinions, or elicit ideas from people who are important to them. They may not be aware of who these important people are or the degree of their influence. In other words, the Chief Executive Officer may have limited knowledge about the members of the Board.

Effective decisions regarding one's life are difficult to make without sufficient information about one's own Board of Directors. Organizations invest much time and effort to develop and maintain a Board of Directors. On the other hand, when selecting a career, this important ingredient of success often is left to chance.

Organizing Your Board of Directors



Imagine that you are faced with a very important decision. This decision is too important to be managed alone or left to chance. Instead, you want to take an active approach to decision-making by organizing your own Board of Directors.

Your tasks are to

(1) Select members
(2) Explore expectation
(3) Establish goals
(4) Examine member participation & influence
(5) Develop leadership skills
(6) Evaluate

HAVE FUN!!!

BEST COPY AVAILABLE

Member Selection

The people you select to attend this meeting are to become members on your personal Board of Directors. People you may wish to consider as members are those individuals you most often seek out when you have a problem to solve. Take some time and think about the people who have had the greatest influence on your life up to this point.

This exercise contains two sections, each designed to help you understand who is sitting on your Board of Directors and how they got such an important position. The first asks you to identify and describe your Board of Directors. The second asks you to rate members according to the amount of influence each individual exerts on your decisions.

A. Identifying and Describing your Board of Directors

On the next page you will find several columns which have been provided for your responses to each of the four steps in this section.

1. NAME — List the names of the people you have selected to be members on your Board of Directors.
2. QUALIFICATIONS — List the qualifications each member has for being on the Board (e.g., education, work experience, and achievements).
3. CHARACTERISTICS — What things do you have in common with each member (e.g., age, sex, religion, values, beliefs, race, and family)?
4. PAST — If you would have had a Board of Directors in the past, would the members have been the same as the ones you selected today? Yes or no.

Name	Qualifications	Characteristics	Past

B. Rating the Influences of your Board of Directors

Think about how much influence each member has on your decision. Using a 5-point scale, rate him or her using a "1" to indicate "very little influence" and a "5" to indicate "very much influence."

Name	Rating

Exploring Your Expectations

In order to understand how your Board of Directors functions, it is important for you to explore your expectations regarding the interactions you have with your Board of Directors and its members. Think about how the members of the Board normally respond to you.

A. Expectations of the Board as a Whole

This exercise has a number of statements for you to consider about the expectations you have for the Board. Under the column marked "Board," parentheses have been placed in front of each statement. Place the number corresponding with your perceptions of how the *Board as a whole* will respond to you, using the following scale:

5 They can *always* be counted on to behave this way.
4 I would *usually* expect them to behave this way.
3 They would *seldom* behave this way.
2 They would *rarely* behave this way.
1 I would *never* expect them to behave this way.

I would expect the Board to

Board	**Expectations**
( )	1. . . . level with me.
( )	2. . . . get the drift of what I am trying to say.
( )	3. . . . interrupt or ignore my comments.

(   ) 4. . . . accept me for what I am.

(   ) 5. . . . feel free to let me know when I "bug" them.

(   ) 6. . . . misunderstand things I say or do.

(   ) 7. . . . be interested in me.

(   ) 8. . . . provide an atmosphere where I can be myself.

(   ) 9. . . . keep things to themselves to spare my feelings.

(   ) 10. . . . perceive what kind of person I really am.

(   ) 11. . . . include me in what's going on.

(   ) 12. . . . act "judgmental" with me.

(   ) 13. . . . be completely frank with me.

(   ) 14. . . . recognize when something is bothering me.

(   ) 15. . . . respect me as a person.

(   ) 16. . . . ridicule me or disapprove if I make mistakes.

B. Expectations for Individuals

This exercise has a number of statements for you to consider about the expectations you have for the individual members on the Board. In front of each statement is a blank space for you to write the name(s) of *individual* Board member(s) who you expect will respond to you according to the particular statement.

I would expect my (name) to

Individuals **Expectations**

________________ 1. . . . level with me.

________________ 2. . . . get the drift of what I am trying to say.

________________ 3. . . . interrupt or ignore my comments.

________________ 4. . . . accept me for what I am.

________________ 5. . . . feel free to let me know when I "bug" them.

________________ 6. . . . misunderstand things I say or do.

________________ 7. . . . be interested in me.

________________ 8. . . . provide an atmosphere where I can be myself.

________________ 9. . . . keep things to themselves to spare my feelings.

________________ 10. . . . perceive what kind of person I really am.

________________ 11. . . . include me in what's going on.

________________ 12. . . . act "judgmental" with me.

________________ 13. . . . be completely frank with me.

________________ 14. . . . recognize when something is bothering me.

________________ 15. . . . respect me as a person.

________________ 16. . . . ridicule me or disapprove if I make mistakes.

Setting Goals

"Everyone knows why we're here. Let's get on with the task." This is a common enough opening for a meeting. But is it true? Do the Board members really know what the task or problem is? A group unaware of its purposes is like a ship without a rudder. In order for you to run an effective Board of Directors, well-stated goals need to be established. Up until now, you may have thought that the members of your Board just seemed to exist because they have always been there. But groups such as your Board of Directors exist because they have a purpose.

Before you begin goal setting with the members of your Board, you need to decide for yourself what you want to accomplish. Because this workbook is centered around career decision-making, your goal should be related to career choice.

What are you trying to accomplish?

How clear do you think this is to the members?

What do you need from the members of the Board?

To what extent do the members understand how they are going to reach their goals?

What kinds of information are you lacking to make clear goals?

Participation and Influence

Some groups have difficulty motivating members to participate actively and meaningfully. An interesting aspect of groups is how its members participate and distribute power. Some members tend to dominate the group, while others may choose to be silent members. It is important for you to understand how the members of your Board work as a team. To do this you need to be aware of who influences who, who participates the most or least, and the degree to which members are willing to be influenced.

Answer all questions by choosing TWO members from your Board of Directors. Base answers on interactions you would predict in the group meeting.

1. Which two individuals are the most active Board members? ______ ______
2. Which two are the least active members on the Board? ______ ______
3. Which two members can easily influence others to change their opinions? ______ ______
4. Which two are least able to influence others to change their opinions? ______ ______
5. Which two are able to influence you the most? ______ ______
6. Which two influence you the least? ______ ______
7. Which two are most highly respected by the Board in general? ______ ______
8. Which two protect and support members who are under attack? ______ ______
9. Which two are most likely to put their own personal goals above what you need? ______ ______
10. Which two withdraw when strong differences begin to appear? ______ ______
11. Which two do you work hardest to please? ______ ______

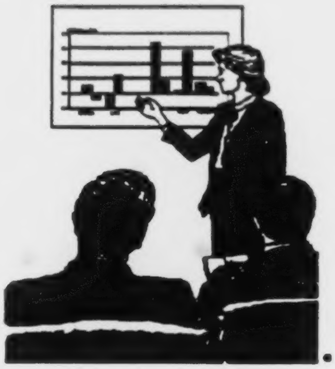
Your Role as Chief Executive Officer

Leaders are not born . . . they develop! Our society's ambivalence about leaders and leadership means that many of us approach the prospect of taking on a leadership role with mixed feelings. It sometimes appears that leaders are both burdened with unrealistic expectations from others and are showered with unending criticism. The anticipated demands you face as a Chief Executive Officer may seem overwhelming.

Each of the items below describe aspects of leadership behavior. Respond to each according to how you may act as the Chief Executive Officer for your Board of Directors.

1. How often do you encourage the members to talk?
   Never Seldom Occasionally Frequently Always
2. How often do you help make the discussion clear?
   Never Seldom Occasionally Frequently Always
3. How often do you let Board members know when you like or approve of something they say or do?
   Never Seldom Occasionally Frequently Always
4. How often do you let members know when you feel irritated, impatient, or embarrassed?
   Never Seldom Occasionally Frequently Always
5. How often do you have the freedom to disagree with their opinions or ideas?
   Never Seldom Occasionally Frequently Always
6. How often do you keep your thoughts, ideas, feelings, and reactions to yourself in Board meetings?
   Never Seldom Occasionally Frequently Always
7. How often do you try to relieve tension from the group?
   Never Seldom Occasionally Frequently Always

Evaluation of the Board



After the meeting, it is important for you to consider what the Board accomplished or did not accomplish. This is a necessary step if you, as the Chief Executive Officer, are to anticipate changes needed to run an effective Board of Directors. The following questions are designed to assist in your evaluation. How much progress was made at the meeting?

Do the members seem satisfied with the results? Why or why not?

Are you satisfied with the results? Why or why not?

What was most effective about the Board of Directors?

What were some of the limitations of the Board of Directors?

Which member(s) do you feel the most positive and negative about right now?

What prevents you from being more open and honest in this group?

What additions or deletions do you expect on the Board in the future?

How did you feel as you began creating your Board of Directors?

What did you learn most from doing this activity on the Board of Directors?

Healthy Characteristics for the Board of Directors

1. Goals for the Board are widely shared by members and there is a strong flow of energy toward those goals.
2. Board members do not hesitate to express their understanding of difficulties because they are confident that problems can be dealt with. They feel optimistic that solutions can occur.
3. Personal feelings, needs, and relationships are considered with every problem to be solved or action to be taken.
4. When there is a crisis, the Board quickly bands together in work until the crisis departs.
5. Conflicts are considered important to decision making and personal growth. These are dealt with effectively, in the open. Members say what they want and expect others to do the same. (This is not a license to say injurious things—deliberately hurt others).
6. It is a meter of routine to give joint feedback (at all levels—to all members).
7. Relationships are honest and supportive. Members do care about one another and do not, consequently, feel alone.
8. Leadership is flexible, shifting in style and person to deal with the situation.
9. There is a sense of order about the organization and yet a high rate of innovation. Old methods are questioned and often give way.
10. Everyone has a stake in doing new things or suggesting new and different ideas.
11. Frustrations are expressed and become the call for action.
12. There is a high degree of trust among members and a sense of freedom.

Symptoms of an
"Unhealthy"
Board of Directors

Evaluate your Board in the terms we have used to define a "healthy" board. This will help you see where your Board actually *is* and what some specific problems are. The following are symptoms of unhealthy boards. How do you fare?

People

I. Quantity
  1. Little direct input
  2. Few ideas or needs input

II. Quality
  1. Attract and retain only a certain type of member (no variety)
  2. Members have little to offer—only on the Board because they have just always been on the Board

III. Excitement
  1. Lack of enthusiasm, no excitement
  2. Working because of obligation rather than commitment

Leadership

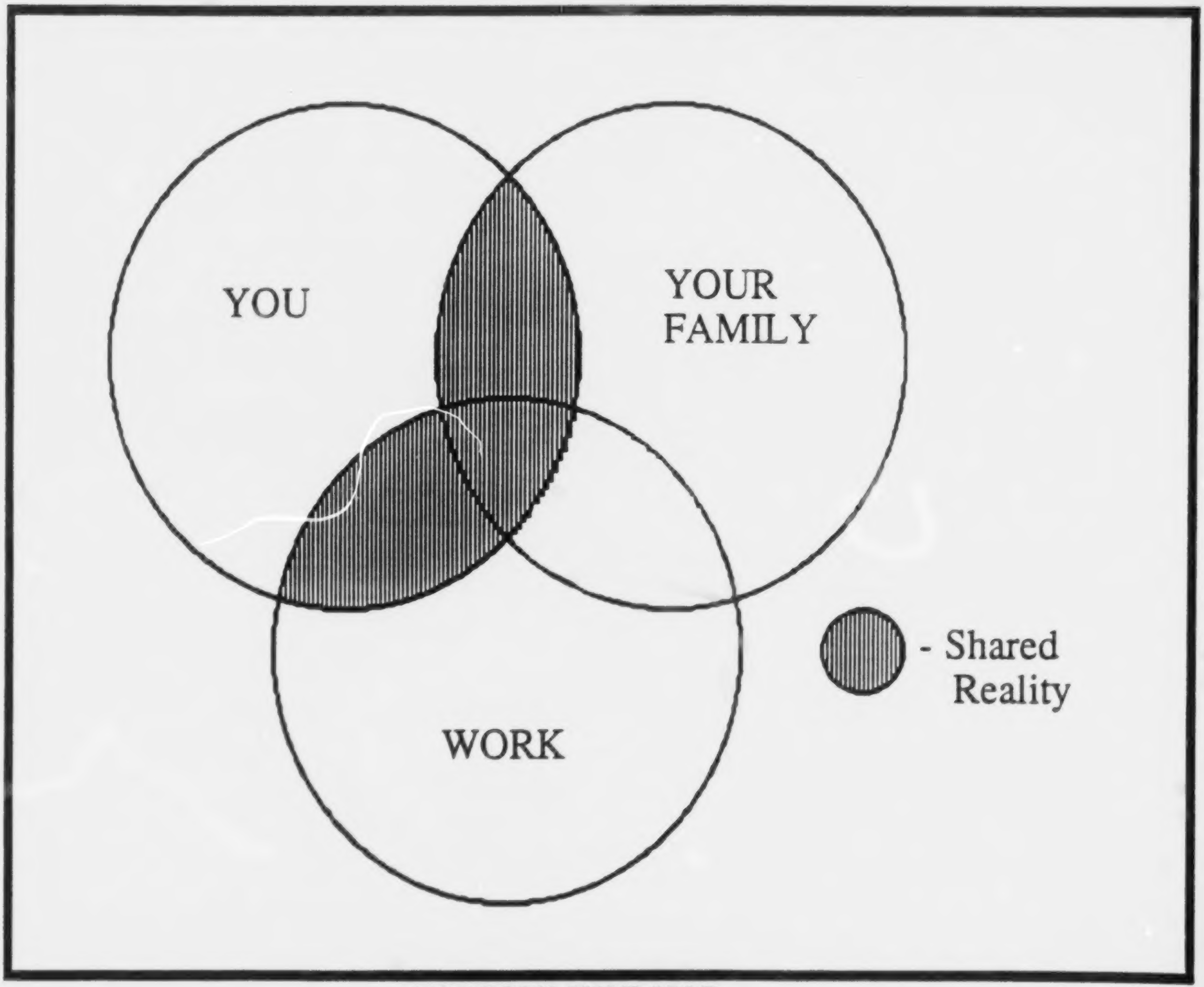
1. One person has all the answers.
2. Ideas, answers, and solutions are shared with only a few members or not at all.
3. "Super hero," "super boss" existence.
4. Blame others when an idea fails and take the praise when it succeeds.
5. Make excuses rather than isolating the causes.
6. Wait for someone else to do it.
7. Can't work with people unless they are friends or best of pals.

Organization

1. Lack of working together—difficult to discuss how plans are really coming.
2. Attitudes of "do what you want, when you want, who cares?"
3. Lack of communication.
4. Competition within—"my ideas are better than your ideas" syndrome.
5. Use of rules that are no longer working effectively for the Board.
6. Members are unaware of personal biases and stereotypes.
7. Lack of evaluation.

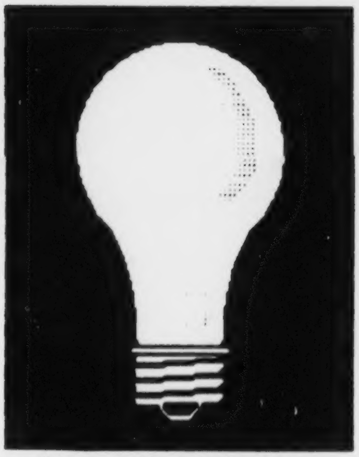
PART TWO

YOUR REALITY

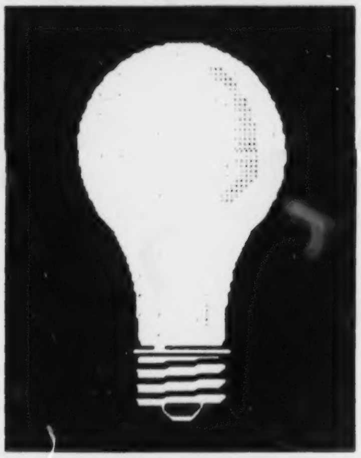

YOU
YOUR FAMILY
WORK
- Shared Reality

BEST COPY AVAILABLE

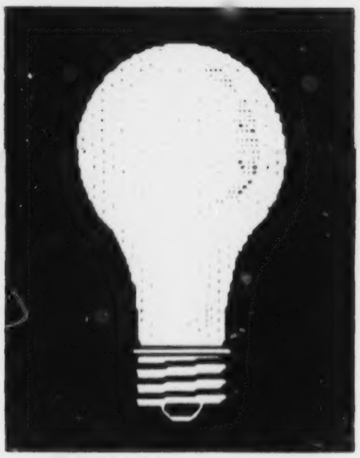
Career Decision Making: A Creative Process
"It Was Just An Idea"



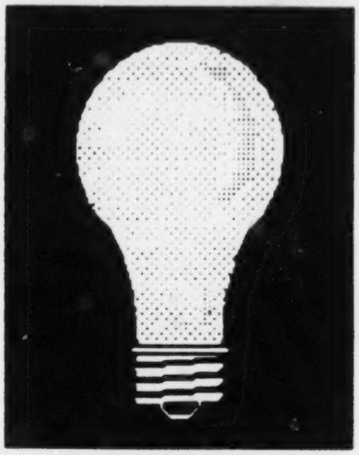
"I have an idea of what I want to be when I grow up . . ."



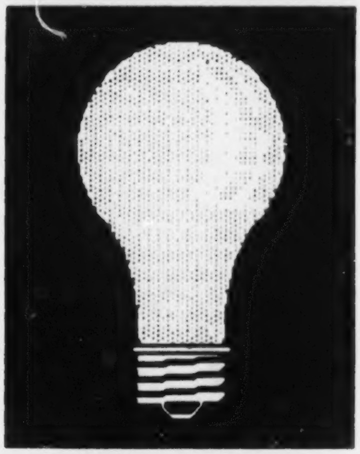
"A word of caution . . ."



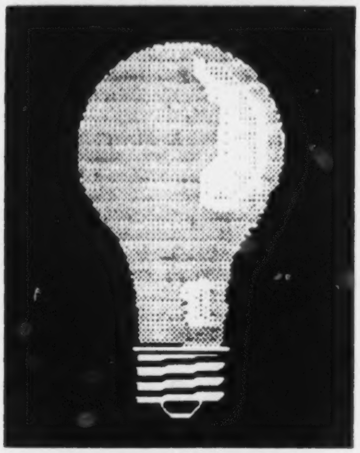
"A little too radical . . ."



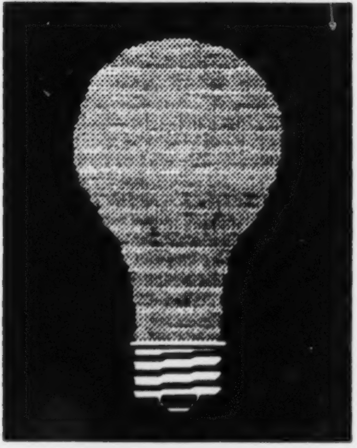
"We like the idea, but . . ."



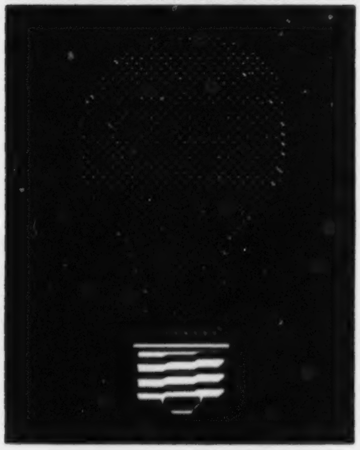
"It will take too much time and money for education . . ."



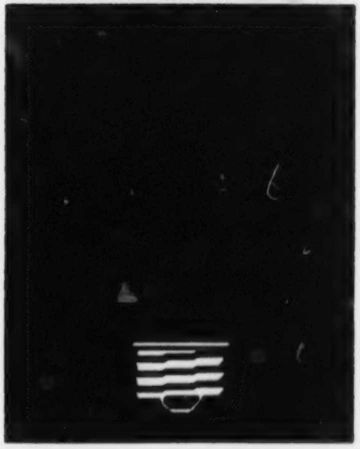
"Someone we know tried that profession once . . ."



"Let us play devil's advocate . . ."



"It's just not a profession for someone of your sex . . ."

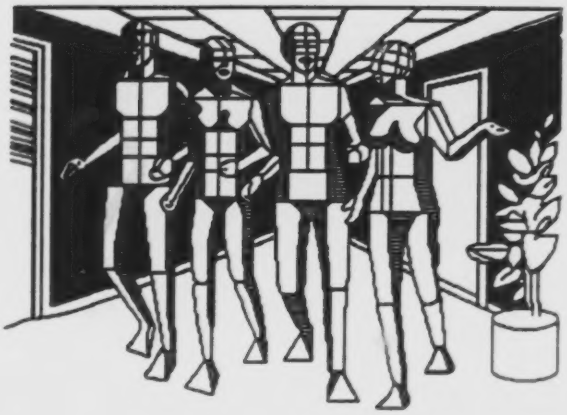


"Oh, it was just an idea . . ."

A career idea is a fragile thing. Turning it off is much easier than keeping it lit.

BEST COPY AVAILABLE

OPEN YOUR MIND TO FRESH IDEAS



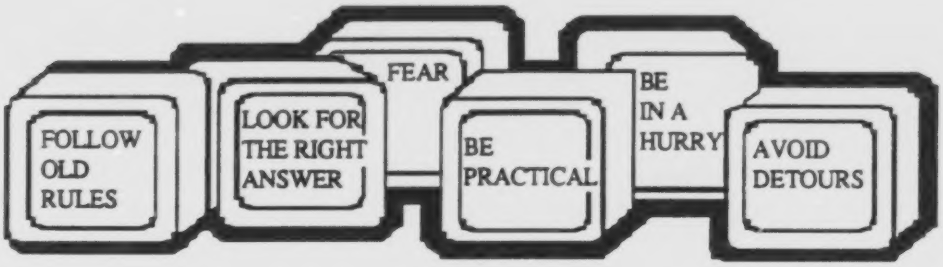
An important aspect of decision making, especially when considering career choices, is your ability to be creative. Creativity is like going big game hunting and coming home with a butterfly, or peeling an orange and finding a bagel inside. It's like landing on a strange planet and finding mountains made of marshmallow cream. Creativity is looking at one thing and seeing another; seeing the world from many points of view. What is tall may become short, what is skinny is suddenly fat, what is big is suddenly small.

Creativity is asking questions about everything, changing things around, adding on, subtracting, reorganizing, making new associations between old things, and coming up with ideas. Creativity is asking, looking, and seeking. It is opening up oneself to the world.

We don't need to be creative for much of what we do, but when there is a need to "think something different," our own attitudes can get in the way. Because old habits may be comfortable, we retain them. Maybe previous ways of doing things were not personally satisfying, but at least they were familiar. Thus, attitudes associated with accustomed routines act as barriers to creativity and strengthen our unwillingness to seek new alternatives. These attitudes become blocks to creativity.

BLOCKS TO CREATIVITY

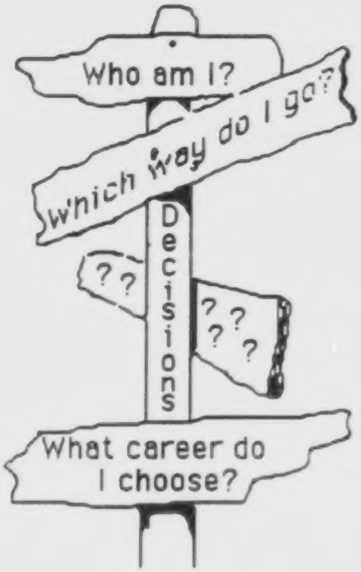
Blocks to creativity can be overcome through an awareness of what they are and then temporarily forgetting them when you are trying to generate ideas.



Ways to Block Your Creativity

1. Desire to conform to adopted patterns, to "belong."
2. Belief that indulging in "fantasy" (imagining) is a waste of time.
3. Desire to be "practical" and "economical" above all else.
4. Too much faith in past experience.
5. Over-emphasis on cooperation.
6. Feeling that it is "not polite" to be inquisitive or doubt anything.
7. Over-emphasis on cooperation.
8. Too much faith in "reason" or "logic."
9. Tendency to follow the "all-or-nothing" point of view.
10. Too much, or too little knowledge about the field of work involved.
11. Fear of making mistakes, or of making a fool of yourself.
12. Over-motivation to succeed quickly.
13. Unwillingness to take "detours" to reach goals.
14. Grabbing at the first idea that comes along.
15. Too busy looking for the "right" answer and miss other possibilities.
16. Failure to challenge and discard old rules.

Career Decision-Making Styles


Who am I?
Which way do I go?
Decisions
??
????
What career do I choose?

Many people make decisions about their careers after giving it a lot of thought and consideration. Others seek advice from influential people in their lives. People dealing with uncertain situations such as making a career decision can approach the process in a variety of ways. Most individuals tend to use one of three basic styles as the major way in which they make decisions: Rational, Intuitive, and Dependent.*

Persons using the *rational* style collect information and logically look at the advantages and disadvantages of alternative decisions. These people usually have a clear sense of who they are, but they do not consider or are not aware of their feelings about the decision.

Persons using the *intuitive* style do not systematically gather information. They pay more attention to personal feelings about the situation and often reach a decision based on the fact that it feels "right." This individual tends to make spontaneous decisions.

These two styles are likely to lead to satisfying career decisions. There are advantages and disadvantages to each style. Because these two styles give different but important information, the best strategy is a balanced combination of both.

*Harren, V. A. (1979). A model of career decision making for college students. *Journal of Vocational Behavior, 14*, 119-133.

Persons using the *dependent* style expect others to make their decisions for them. They tend to be passive and compliant and to have a high need for others to approve of what they do. This style rarely leads to satisfying decisions. However, interdependence with others who can provide advice, information, or support is helpful when the decisionmaker accepts the responsibility for making the decision.

Some people hate to make decisions; others enjoy them. Regardless of how you feel about the process, it is useful to know how you actually go about it. The purpose of this exercise is to help you become more aware of how you typically make decisions, that is, your decision-making style. As your awareness increases, you can also consider the possible benefits of expanding or changing your style of decision making.

Rational Style

List several decisions you have made following the rational style. How satisfied were you with the outcomes?

Past Decisions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. ______________	☐	☐	☐	☐	☐
2. ______________	☐	☐	☐	☐	☐
3. ______________	☐	☐	☐	☐	☐

Intuitive Style

List several decisions you have made following the intuitive style. How satisfied were you with the outcomes?

Past Decisions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. ______________	☐	☐	☐	☐	☐
2. ______________	☐	☐	☐	☐	☐
3. ______________	☐	☐	☐	☐	☐

Dependent Style

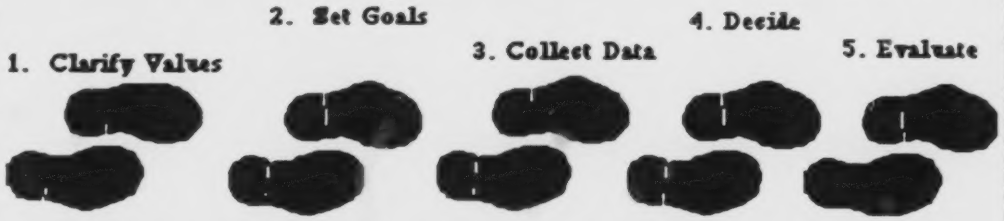
List several decisions you have made following the dependent style. How satisfied were you with the outcomes?

Past Decisions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. ______________	☐	☐	☐	☐	☐
2. ______________	☐	☐	☐	☐	☐
3. ______________	☐	☐	☐	☐	☐

Adapted from

Buck, J., Wang, S., Daniels, H., & Harren, V. (1986). *WPS career planning program: Student handbook.* California: Western Psychological Services.

5 DECISION-MAKING STEPS



1. **Clarify your values and understand your value system**—This involves getting to know yourself, what you like, what you prize and cherish, and where your values came from.

2. **Determine your goals**—Determining exactly what you want to accomplish. What do you hope to achieve by making this decision? Why do you need to make this decision?

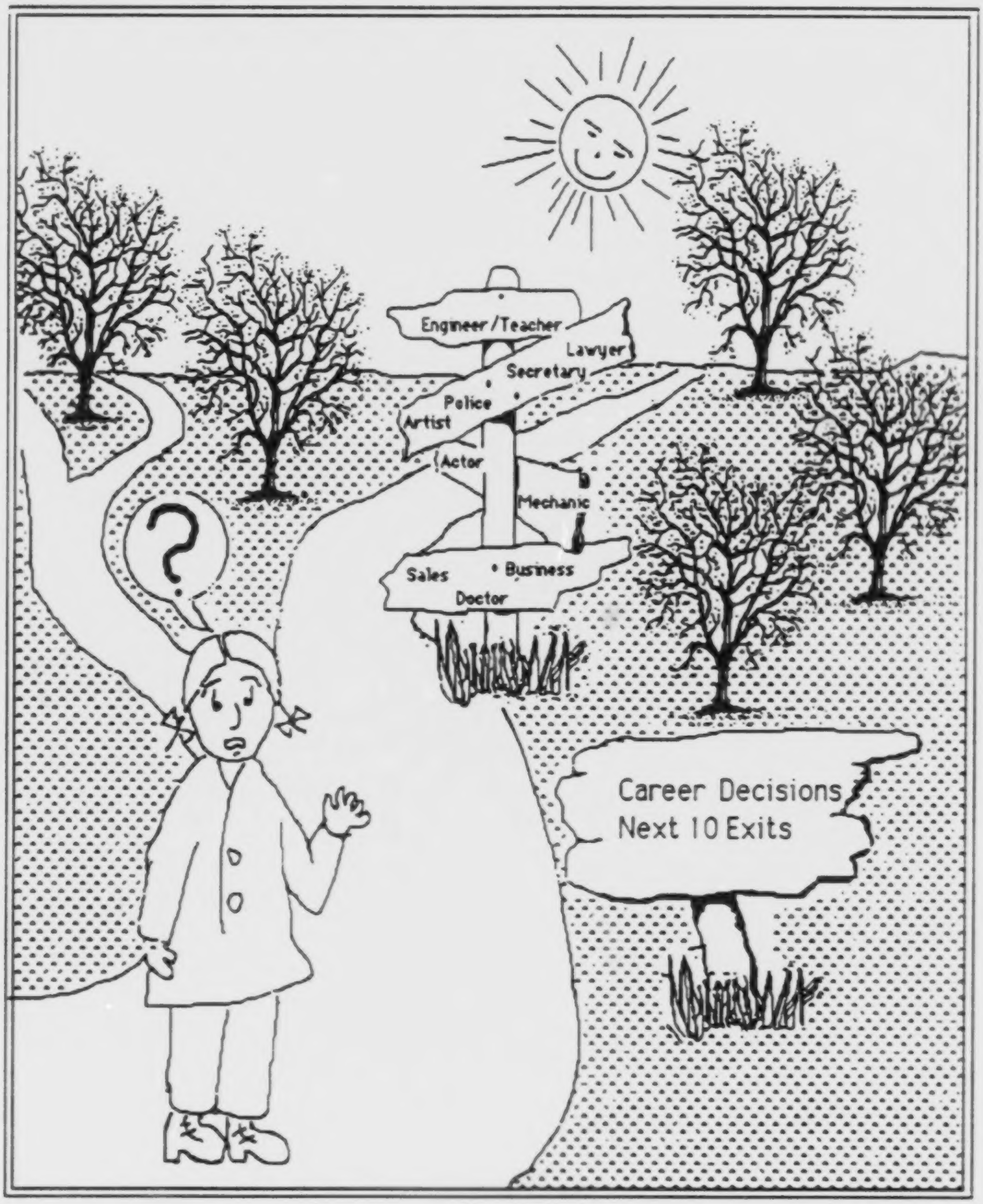
3. **Gather all relevant information**—This aspect is the most systematic of all the steps involved in the process. Identify all possible courses of action and collect data on these alternatives. Finally, you should evaluate each alternative in terms of the consequences and outcomes expected. The more energy you put into it, the more likely you will be satisfied with the decision.

4. **Make a decision**— The actual decision is most effectively made by evaluating alternatives in light of your values, the goals you want to achieve, and the information you have gathered on alternatives and outcomes. Integrating the three previous steps usually results in a satisfying decision.

5. **Evaluate your decision**—Is the decision satisfactory or unsatisfactory in terms of actual outcomes? If it is not satisfactory, go back and examine the process and see where you may have needed to spend more time. A good decision—one in which all steps are carefully applied—does *not* guarantee an outcome with all consequences being precisely what you wish.

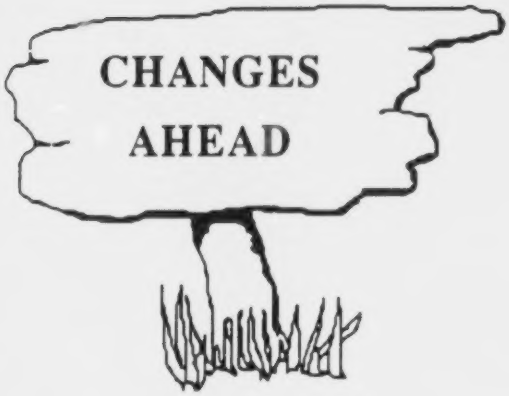
You
With the past at your back
And your future unsure . . .

Dan Fogelberg, Lessons Learned


Engineer/Teacher
Lawyer
Secretary
Police
Artist
Actor
Mechanic
Sales
Business
Doctor
?
Career Decisions
Next 10 Exits

Once in a vision, I came on some woods,
and stood at a fork in the road
My choices were clear, yet I froze with the fear of
not knowing which way to go . . .

Dan Fogelberg, Nether Lands



Changes are a normal part of our lives, yet change does not always feel normal. Changes are brought on by one's emerging needs. For example, you are now being faced with the need to develop a purpose in your life in regards to lifestyle and career choice. Whether you are considering a career change or just beginning to explore career options, you are facing many decisions that may change your life.

It is helpful to think of change as a time when you are adding to your life experience, much like adding rooms onto a house. For example, a college student learns to become independent, or a divorced woman gains confidence by providing for herself. If you anticipate change and work to manage the uncertainties it brings, many of the threatening effects can be minimized.

What are some of the new rooms or additions you have made in your life during a time of change?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

GENERAL RULES FOR CHANGE

1. EXPECT CHANGE.
2. STRESS IS A SIGNAL THAT CHANGE IS NEEDED.
3. EXPECT TO FEEL RESISTANCE.
4. CHANGE MEANS TAKING RISKS.
5. TAKE ONE STEP AT A TIME.
6. ACT IN A NEW WAY.
7. USE OUTSIDE HELP WHEN YOU GET STUCK.
8. DON'T BE AFRAID TO FAIL.

MAKING SENSE OF CHANGE

Using one of the changes you listed on the previous page, complete the following sentences with YOUR perceptions about the change and the transition involved.

CAUSE

The change was triggered by . . .

The change was expected (unexpected) because . . .

FEELINGS

I would describe the feelings I had during this time of change as . . .

I would describe my feelings when the transition first started as . . .

I would describe my feelings after I resolved the transition as . . .

SUPPORT

Support during the change came from . . .

I wish the support during the change would have come from . . .

RESOURCES

Factors that helped me deal with the change were . . .

Factors that hindered my ability to deal with the change were . . .

The means I sought to help me deal with the change include . . .

EFFECTS

The long-term effects of this change were . . .

The short-term effects of this change were . . .

Aspects of my life that have remained the same despite the change . . .

RISK TAKING: A CHANCE YOU OUGHT TO TAKE

Even though change is a natural part of life, we generally resist it because it means trying something new. Change brings with it uncertainty and fears about failure. When faced with a new situation, we tend to cling to our old ways of coping rather than taking risks to experiment with new alternatives. One form of resistance is to avoid challenge or new situations. Some individuals, for example, seem to endure intolerable conditions without seriously considering how these conditions might be changed. They dismiss their states with platitudes such as "I'm just that way" or "Whatever will be, will be." Whatever the excuse, many of us avoid taking risks to change because we are afraid of failure. As indicated by the "Don't Be Afraid To Fail" statement below, without taking risks, we limit our chances to gain or grow from experiences.

Don't Be Afraid To Fail

You've failed many times,
although you may not remember.
You fell down the first time you
tried to walk.
You almost drowned the first time
you tried to swim, didn't you?
Did you hit the ball the first time
you swung a bat?
Heavy hitters, the ones who hit
the most home runs, also strike
out a lot.
R. H. Macy failed seven times
before his store in New York
caught on.
English novelist John Creasey got
753 rejection slips before he
published 564 books.
Babe Ruth struck out 1,330 times,
but he also hit 714 home runs.

Don't worry about failure.
Worry about the chances you miss
when you don't even try.

WALL STREET

What's that you say? You've been dreaming of wheeling and dealing on Wall Street? Well. here's your chance.

Step 1: Take a look at the following two pages. As you can see, there are thirty bills—each containing a value statement in the center. Cut each bill separately on the lines provided.

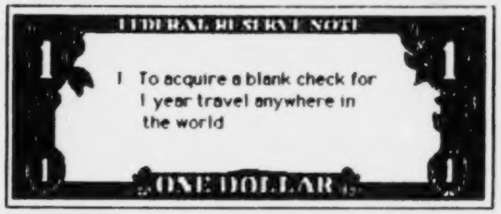
Step 2: After reading the statements, your task is to prioritize these values. Start by arranging values into three separate piles: Those values you find (1) Very appealing, (2) Mildly appealing, and (3) Not appealing.

Step 3: Once you have your piles, take the values in each pile and arrange them in order from the ones you believe to be the most important to the ones you believe to be the least important. Having already prioritized these values will help in deciding which values to trade in the next step.

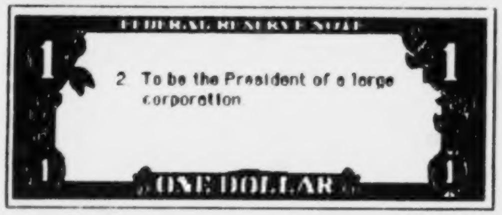
Step 4: THE TRADE: Now it is time to get rid of the values you have put in pile #3 by trading for the values you placed in pile #1. **The pit is open for trade**. You will have only fifteen minutes to try and get as many of your "very appealing" values. Only the person who has the most of one value actually gets to claim the value when the pit is closed.

Step 5: Look at the number on the values you were able to claim. Circle the numbers on page 34 to find which corresponding values you chose.

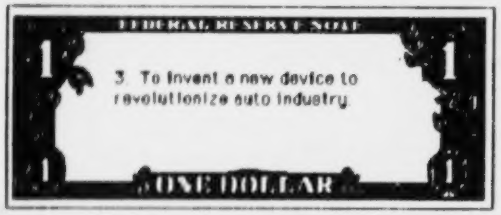
HAVE FUN!


FEDERAL RESERVE NOTE
ONE DOLLAR

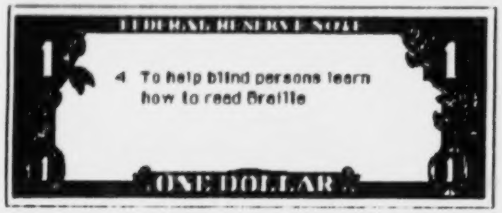
1 To acquire a blank check for 1 year travel anywhere in the world


FEDERAL RESERVE NOTE
ONE DOLLAR

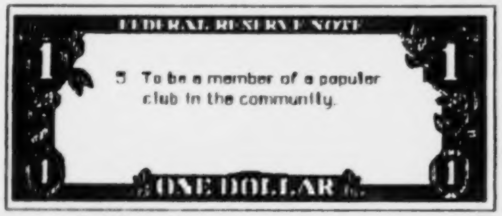
2 To be the President of a large corporation


FEDERAL RESERVE NOTE
ONE DOLLAR

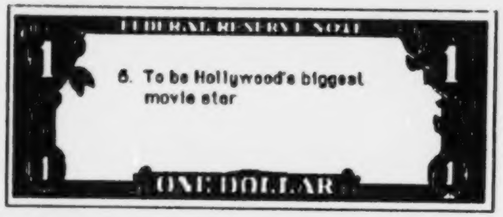
3. To invent a new device to revolutionize auto industry


FEDERAL RESERVE NOTE
ONE DOLLAR

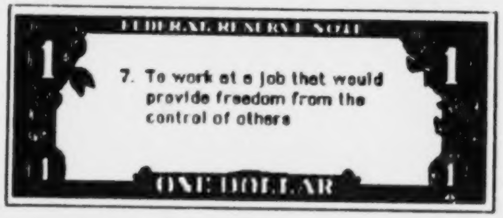
4 To help blind persons learn how to read Braille


FEDERAL RESERVE NOTE
ONE DOLLAR

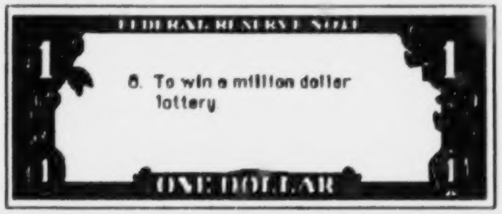
5 To be a member of a popular club in the community.


FEDERAL RESERVE NOTE
ONE DOLLAR

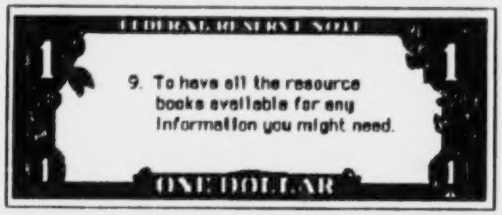
6. To be Hollywood's biggest movie star


FEDERAL RESERVE NOTE
ONE DOLLAR

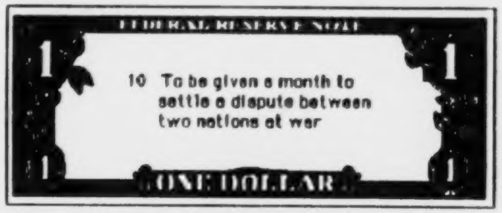
7. To work at a job that would provide freedom from the control of others


FEDERAL RESERVE NOTE
ONE DOLLAR

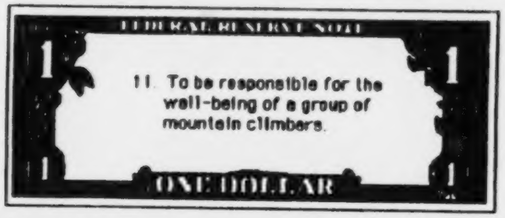
8. To win a million dollar lottery


FEDERAL RESERVE NOTE
ONE DOLLAR

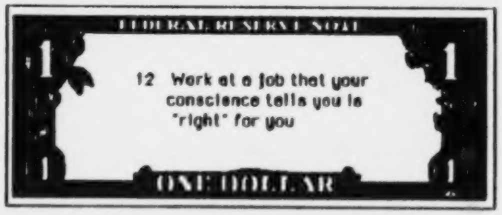
9. To have all the resource books available for any information you might need.


FEDERAL RESERVE NOTE
ONE DOLLAR

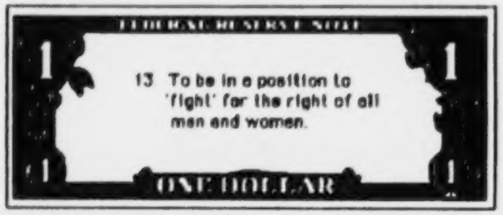
10 To be given a month to settle a dispute between two nations at war


FEDERAL RESERVE NOTE
ONE DOLLAR

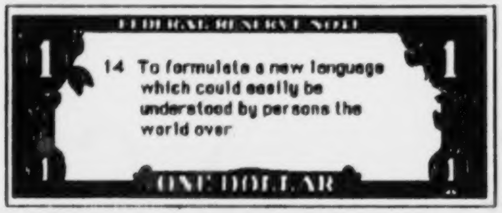
11. To be responsible for the well-being of a group of mountain climbers.


FEDERAL RESERVE NOTE
ONE DOLLAR

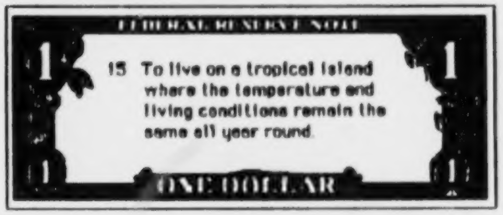
12 Work at a job that your conscience tells you is "right" for you


FEDERAL RESERVE NOTE
ONE DOLLAR

13 To be in a position to 'fight' for the right of all men and women.


FEDERAL RESERVE NOTE
ONE DOLLAR

14 To formulate a new language which could easily be understood by persons the world over


FEDERAL RESERVE NOTE
ONE DOLLAR

15 To live on a tropical island where the temperature and living conditions remain the same all year round.

FEDERAL RESERVE NOTE

16 To be given the responsibility of placing 100 orphans in caring and loving homes

ONE DOLLAR

FEDERAL RESERVE NOTE

17 To be awarded $1,000 a month for the rest of your life with the understanding that you would not have to earn a nickel more

ONE DOLLAR

FEDERAL RESERVE NOTE

18 To work at a job where you could control your time and work schedule

ONE DOLLAR

FEDERAL RESERVE NOTE

19 To direct the work of 10 employees

ONE DOLLAR

FEDERAL RESERVE NOTE

20 To be considered the expert in an important area of science

ONE DOLLAR

FEDERAL RESERVE NOTE

21 To be offered the opportunity to represent a company by traveling the fifty states.

ONE DOLLAR

FEDERAL RESERVE NOTE

22 To be given the opportunity to rid the world of corruption.

ONE DOLLAR

FEDERAL RESERVE NOTE

23 To be voted outstanding person of the year in my state.

ONE DOLLAR

FEDERAL RESERVE NOTE

24 To be given the opportunity to bring a dept-ridden company back to financial success.

ONE DOLLAR

FEDERAL RESERVE NOTE

25 To earn $50,000 per year

ONE DOLLAR

FEDERAL RESERVE NOTE

26. To become famous.

ONE DOLLAR

FEDERAL RESERVE NOTE

27. To compose a new symphony which would revolutionize classical music.

ONE DOLLAR

FEDERAL RESERVE NOTE

28 To help needy deprived people

ONE DOLLAR

FEDERAL RESERVE NOTE

29 To find a cure for cancer.

ONE DOLLAR

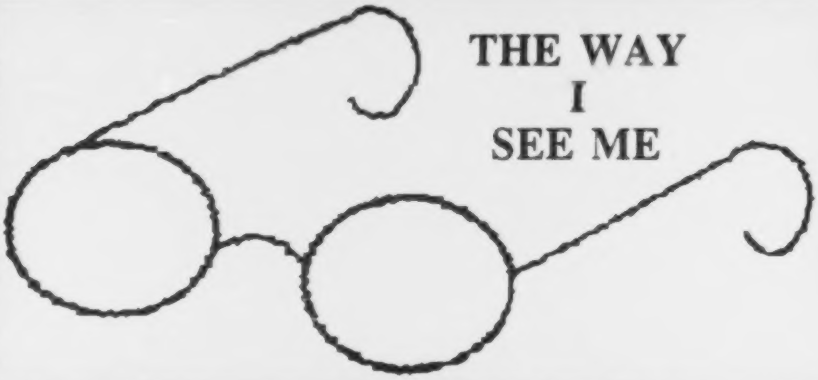
FEDERAL RESERVE NOTE

30 To rid our society of racial and sexual discrimination.

ONE DOLLAR

CORRESPONDING VALUES

Value	Description	Item Numbers
Status	To want people to admire you; to be somebody.	5, 26
Recognition	To receive praise and acknowledgement.	6, 23
Accomplishment	To achieve something meaningful.	3, 29
Freedom	To function without direct control by others.	7, 18
Financial Reward	To receive a payoff (money, benefits) for activity.	8, 25
Power	To lead, control others and information.	2, 9
Serving Others	To help someone other than self.	4, 28
Knowledge	To know, understand much.	9, 20
Adventure	To try something different, risky.	1, 21
Security	To not risk change.	15, 17
Talent, Skills Utilization	To use your abilities well.	10, 24
Responsibility	To be accountable for your actions.	11, 16
Moral Conviction	To do what is right for you.	12, 22
Justice	To strive for equality of rights/ privileges.	13, 30
Creativity	To conceive, use your own ideas.	14, 27



THE WAY
I
SEE ME

As you begin to explore your interests and values, it is also important for you to think about who you are as a person. This exercise is designed to help you understand the way you see yourself. This questionnaire asks you to give impressions of your personality. While it may be difficult for you to express your impressions exactly, be as honest with yourself as you can. Consider each item briefly and indicate the first choice that occurs to you.

Please begin by considering your main strengths and weaknesses. Describe each as carefully as you can in the spaces below:

Main Strengths	Main Weaknesses

How well do the following words apply to me?

	Not at all	Slightly	Moderately	Rather well	Extremely well
Self-confident	( )	( )	( )	( )	( )
Tactful	( )	( )	( )	( )	( )
Irritable	( )	( )	( )	( )	( )
Quiet	( )	( )	( )	( )	( )
Emotionally variable	( )	( )	( )	( )	( )
Serious	( )	( )	( )	( )	( )
Energetic	( )	( )	( )	( )	( )
Well adjusted	( )	( )	( )	( )	( )

	Not at all	Slightly	Moderately	Rather well	Extremely well
Cooperative	( )	( )	( )	( )	( )
Prejudice	( )	( )	( )	( )	( )
Unpredictable	( )	( )	( )	( )	( )
Selfish	( )	( )	( )	( )	( )
Leader	( )	( )	( )	( )	( )
Considerate of others	( )	( )	( )	( )	( )
Good-natured	( )	( )	( )	( )	( )
Tense	( )	( )	( )	( )	( )
Accepts criticism	( )	( )	( )	( )	( )
Aggressive	( )	( )	( )	( )	( )
Easy to get to know	( )	( )	( )	( )	( )
Imaginative	( )	( )	( )	( )	( )
Sense of humor	( )	( )	( )	( )	( )
Friendly	( )	( )	( )	( )	( )
Dogmatic	( )	( )	( )	( )	( )
Responsible	( )	( )	( )	( )	( )
Ambitious	( )	( )	( )	( )	( )
Physically attractive	( )	( )	( )	( )	( )
Sexually attractive	( )	( )	( )	( )	( )
Mature	( )	( )	( )	( )	( )
Trusting of others	( )	( )	( )	( )	( )
Open	( )	( )	( )	( )	( )

What did you learn about how you see yourself?

Would people who know you think these responses are an accurate reflection of your personality?

RISING TO THE CHALLENGES

OF PERSONAL GROWTH AND DEVELOPMENT

An important aspect to consider when making a career decision is your level of psychological development or growth. As individuals grow psychologically, they pass through certain predictable sequences. A central task in your development is the establishment of identity. Arthur Chickering identifies seven vectors which comprise identity development. The seven vectors are listed below. Each vector involves a series of developmental tasks which present a new set of challenges and requires different personal skills.

1. Developing Competence ↘
2. Managing emotions →
3. Developing autonomy ↗
4. Establishing identity
5. ↘ Freeing Interpersonal relationships
6. → Clarifying purpose
7. ↗ Developing integrity

Brief descriptions of each vector and experiential activities designed to assist you in identifying your level of personal growth and development can be found on the following pages.

VECTOR 1: DEVELOPING COMPETENCE

List of Things to do!
1. Finish list of things to do.

Development of Competence is an area of primary growth in young adulthood. This vector includes three distinct abilities: intellectual competence, physical and manual competence, and social competence. *A sense of competence provides the individual with the confidence one has in his or her ability to cope with what comes and to achieve successfully what he or she sets out to do.*

Respond to each of the following sentence stems:

1. My self-discipline involves . . .

2. Financially I depend on . . .

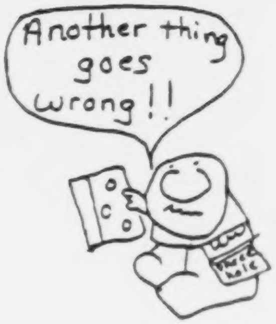
3. I keep accurate records of . . .

4. When I want to achieve something important, I will . . .

5. I follow a systematic plan . . .

6. Personal skills which I have to offer others are . . .

VECTOR 2: MANAGING EMOTIONS

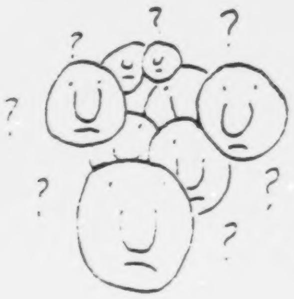

Another thing goes wrong!!

The first task in this vector is for the individual to *become aware of his or her own emotions* and understand them for what they are. Then one may begin to *manage and control emotions and to integrate them with decisions and behavior. New patterns of expression and control may be tried* in order to learn what can be done with whom, when, and under what circumstances.

Respond to the following sentence stems:

1. When expressing positive feelings toward others . . .
2. I feel guilty when . . .
3. When I am faced with a difficult personal problem . . .
4. Becoming emotional in front of others is . . .
5. When doing something new or different, I . . .
6. The most difficult emotion(s) for me to express are . . .

VECTOR 3: DEVELOPING AUTONOMY



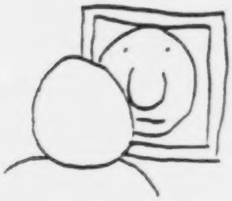
The development of autonomy includes three facets: establishing emotional autonomy, attaining instrumental autonomy, and ultimately, the recognition of one's interdependence.

> **Emotional autonomy** involves a gradual decrease in the need for continual reassurance, affection, or approval.
>
> **Instrumental autonomy** is the ability to make plans for reaching goals, to cope with problems according to one's own thoughts, needs, and values.
>
> **Recognition of interdependence** is the capstone of autonomy. Individuals who recognize and accept their interdependencies—with family, peers, and society—become effectively autonomous individuals.

Respond to the following sentence stems:

1. Responsibilities I have to my parents are . . .
2. Telling my parents when they have made me angry . . .
3. Pleasing or displeasing my parents/friends . . .
4. Some of the things my parents do and say . . .
5. I turn to others for help when . . .

VECTOR 4: ESTABLISHING IDENTITY



Identity depends on the first three vectors and fosters change in the final three vectors of development. The complex task of developing identity is viewed as the most central task for young adults. *Movement toward a clarified sense of identity involves increased ability to integrate one's experience and qualities with an accurate, realistic picture of self.* The establishment of identity seems particularly focused on coming to terms with one's physical appearance and sexuality.

Respond to the following sentence stems:

1. Of all the events of the past year, what has made me question my identity, values, and beliefs . . .

2. If I could change one thing about myself . . .

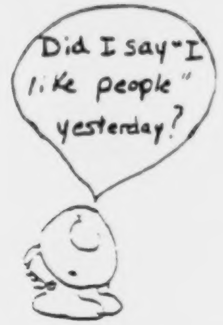
3. When I look in the mirror, I see . . .

4. Others would describe me as . . .

5. Discussing the limits to be placed on a physical relationship is . . .

6. I most enjoy being . . .

VECTOR 5: FREEING INTERPERSONAL RELATIONSHIPS


Did I say "I like people" yesterday?

Young adulthood is a time when major changes can occur in the capacity for interpersonal relationships. *The major emphasis of this vector involves developing a tolerance and acceptance for a wider range of individual and ideological differences.* The individual's tasks are first to recognize differences, then to tolerate them, and finally to appreciate their existence, as reflected in maturely intimate relationships. The individual develops attitudes and skills marked by empathy which promote the ability to perceive others, to listen and understand different views without the need to dominate or pass judgment.

Respond to the following sentence stems:

1. Close friends my age of the opposite sex in whom I have no romantic interests are . . .

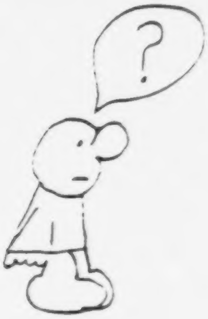
2. Friends I have who are different than me . . .

3. When expressing my point of view, I want my friends to . . .

4. I feel uncomfortable around people who . . .

5. I disapprove of others when . . .

VECTOR 6: DEVELOPING PURPOSE



The task of purpose development requires the individual to formulate plans and priorities for his or her life which serve to define the future. *The ability to articulate one's direction and goals involves assessment and clarification of interests, educational and career options, and lifestyle preference.*

Respond to the following sentence stems:

1. When I visualize what it would be like to be employed in a particular occupation, I see . . .
2. Occupations in which I could be successful are . . .
3. Leisure time activities that I enjoy are . . .
4. Essential possessions for my future happiness are . . .
5. What I want most in life is . . .
6. My home will be . . .

VECTOR 7: DEVELOPING INTEGRITY

Defining a set of values that guides one's actions is also a developmental task of central importance for the individual. The development of integrity involves three overlapping stages:

(1) **The humanizing of values**—moving from a dualistic (right or wrong) view to a more relativistic position in which a connection is made between rules and the purposes they are designed to serve;
(2) **The personalizing of values**—recognizing the need to affirm one's own value system and to act in accordance; and
(3) **The development of congruence between beliefs and behavior.**

Respond to the following sentence stems:

1. Bouncing ideas off other people in order to obtain their views of my idea is . . .

2. Beliefs and values that I would defend are . . .

3. Values I have that are consistent with my actions are . . .

4. Rules I live my life by are . . .

5. When thinking about controversial issues, I . . .

MEASURING YOUR PERSONAL DEVELOPMENT

Am I reaching my potentials ?

PURPOSE: To help you find out whether you are a self-actualizing person, that is, a person who is fulfilling his or her potentials.

DIRECTIONS: Circle the number in the column on the right side that you believe honestly describes how you feel or behave.

	Frequency			
Characteristics	Very Often	Often	Sometimes	Never
1. Judge others accurately	5	3	1	0
2. Detect falseness in others	5	3	1	0
3. Tolerate uncertainty	5	3	1	0
4. Accept your good and bad aspects	5	3	1	0
5. Accept others even though you disagree	5	3	1	0
6. Get creative ideas	5	3	1	0
7. Enjoy doing unplanned things	15	10	4	0
8. Involved with problems of others	10	7	3	0
9. Enjoy being alone	10	7	3	0

	Very Often	Often	Sometimes	Never
10. Able to be yourself around strangers	5	3	1	0
11. Resist local customs and traditions	15	10	4	0
12. Seek support before making decisions	5	3	1	0
13. Able to make decisions	5	3	1	0
14. Enjoy socializing with others	5	3	1	0
15. Appreciate seeing a play or concert	5	3	1	0
16. Feel inspired after hearing or seeing artists/persons perform	5	3	1	0
17. Have empathy for how another person feels	5	3	1	0
18. Help others become better persons	5	3	1	0
19. Have deep and meaningful relationships with few friends	5	3	1	0
20. Feel that a person should be hired on ability and competence	5	3	1	0
21. Do work that you enjoy	10	7	3	0
22. Feel that your work is important	5	3	1	0
23. Laugh at yourself	10	7	3	0
24. Look forward to new experiences	10	7	3	0
25. Enjoy peak and unusual experiences	15	12	4	0
26. Believe that honesty is the best policy	5	3	1	0
27. Believe in always telling the truth	5	3	1	0
28. Have dedication to life or social purpose	10	7	3	0

TOTAL ________

SCORING: Add the numbers you circled. This is your self-actualization score. Classify your score in the appropriate score range.

(continued next page)

Score Range	Current potential for self-actualization
150-200	High self-actualization
112-149	Moderate self-actualization
80-111	Approaching self-actualization
0-79	Below average self-actualization

REACTIONS: Now write in the space below what you have learned about yourself and your level of self-actualization.

Adapted from
Sorochan, W. D. (1976). *Personal health appraisal.* New York, NY: Wiley & Sons, Inc.

GOAL SETTING

GOALS
1. Mini Goals
2. Short Range
3. Medium Range
4. Long Range

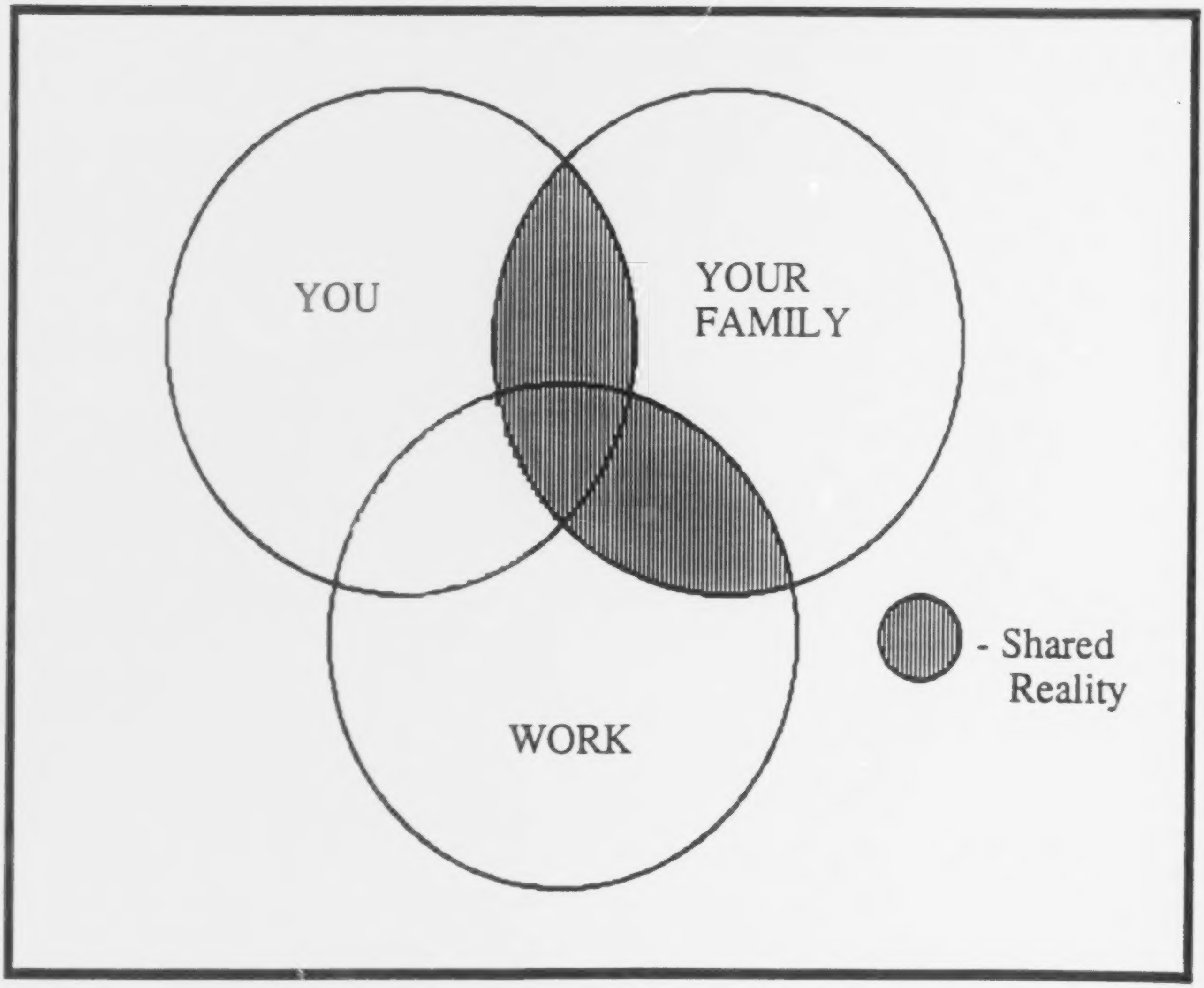
Goals:

1. **Mini goals . . . . One week to one month**
2. **Short-range goals. . . . . One month to one year**
3. **Medium-range goals . . . . Next five years, education, training**
4. **Long-range goals . . . . Overall lifestyle, job planning, family**

Where I want to be (my goal)	Things that get in my way	Things that help me	Steps to get there
Mini			
Medium Range			
Short Range			
Long Range			

PART THREE

YOUR FAMILY'S REALITY

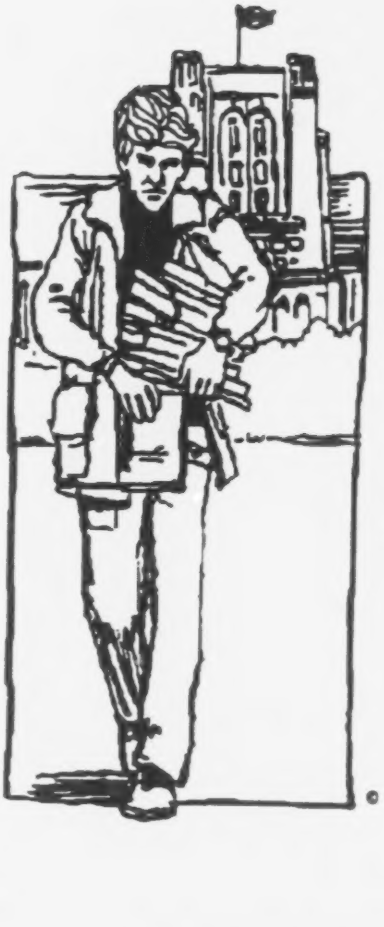

YOU
YOUR FAMILY
WORK
- Shared Reality

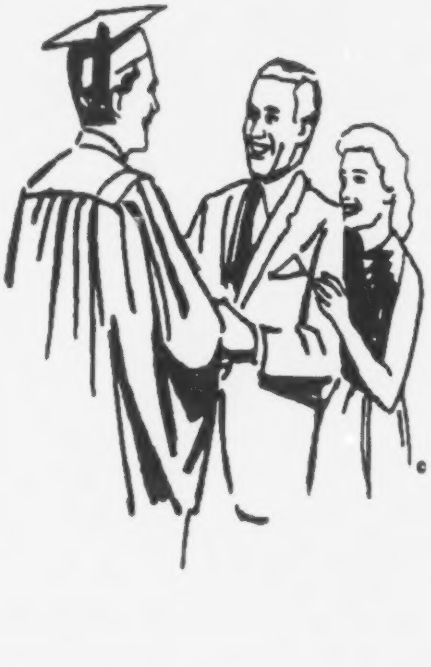
BEST COPY AVAILABLE

The Big Myth ... Families Don't Matter

We were taking our son to a prestigious university for an admissions interview. On the way, my husband drilled him on how to conduct himself during the interview and on the importance of getting into an excellent engineering school.

When we arrived, our teen-ager hesitated a moment before entering the building. "Dad," he asked, "why do I want to be an engineer?"





BEST COPY AVAILABLE

QUESTIONS & ANSWERS

Will your family influence your career decision?

While your family's expectations may not be as explicit as the example presented on the previous page, you can bet that you will indeed be influenced by your family. The family, particularly one's parents, has been identified as one of the most important influences in the career decision-making process. Think back to the "Board of Directors" exercise. Most likely, one, if not both, of your parents was included as a significant member of your decision-making team.

Why are families so important?

Families are our foundation. Each family operates as a unit, often referred to as a "system." The family is the primary and, except in rare instances, the most powerful system to which a person ever belongs. This means that you influence and are influenced by every member of your family. Thus, as you struggle with your career decision, your family, too, struggles with the decision.

How do families influence?

Families repeat themselves. What happens in one generation will often repeat itself in the next, that is, the same issues tend to be played out from generation to generation, though the actual behavior may take a variety of forms. In this section, you will explore your family's patterns of functioning, relationships, occupations, rules, and structure. Through the recognition of these patterns, you will begin to understand your family's influence thereby increasing the potential of actually making "your own" career choice.

Your Family Memories

Please answer the following questions as fully as possible. Part of understanding your family's influence is exploring your perceptions of what your family is like. You will not be forced to share your answers with anyone, but you will be asked to share as much as you are comfortable sharing.

1. Generally speaking, what was your family like?

2. How much time did you spend together?

3. What kind of social/recreational activities did you share as a family?

4. Where in your house did you do most of your talking?

5. Who talked to whom?

6. How was conflict managed?

7. How were decisions made in your family?

8. Who handled discipline and how?

9. What stages or phases has your family gone through? (Consider the early history and past events of your family.)

10. Do/did you have any special family traditions or holidays?

11. How did you show affection?

12. Who was most likely to show affection to whom?

13. What were some of the high points of your family's life?

14. What did/do you like best about your family?

15. How would you change your family?

YOUR FAMILY'S OCCUPATIONAL HISTORY

This series of questions will help you become aware of experiences and memories that influence your views of occupations. Take time to answer each question. After you finish, choose the five responses that seem most important or had the greatest influence on you. Put a "1" by the most important experience or memory, a "2" by the second most important, and so on.

A. What was your father's and mother's occupation when you were a young child?

- Did their occupations change?
- If so, are you aware of the reason for the career change(s)?

B. Were their occupations typical for members of the same sex?

- If so, would either your mother or father have considered a career in a field dominated by the opposite sex?

C. What are some of your parents' work values?

- Are their work values similar?
- Were these values passed on from their parents (your grandparents)?
- Which of their work values have you adopted?

D. Do either of your parents have a job similar to one held by any of your grandparents?

- If your parents have siblings, what are their professions?
- Did your aunts or uncles follow a grandparent's career choice?

E. If you have brothers and sisters, what careers have they chosen?

  - Are any of them following in your parents or grandparent's footsteps?

F. Of all the occupations held by the last three generations of your family, which one(s) do you value the most?

  - Is there any relationship to the occupations you value most and the relatives you respect most?

G. Are there any family members who are encouraging you to go into a specific career? If so, who and why?

H. What specific household responsibilities did you have as a child?

  - How did your responsibilities differ from your siblings (e.g., youngest versus oldest, most dependable versus least dependable)?
  - Did the girls and the boys have separate jobs (e.g., did the boys help dad mow the lawn, did the girls help mom wash the dishes)?

I. Having reviewed your family's occupational history, have you become aware of any occupational pattern(s) in the last three generations?

Your Family Genogram

It is now time for you to construct a Genogram of your family to assist you in understanding of your family's influence. What is a Family Genogram? The Genogram itself became an important tool in the study of families because it displays information about family members, their relationships over at least three generations, and important family issues and patterns. In reality, the Genogram is a variation on an old theme . . . the family tree.

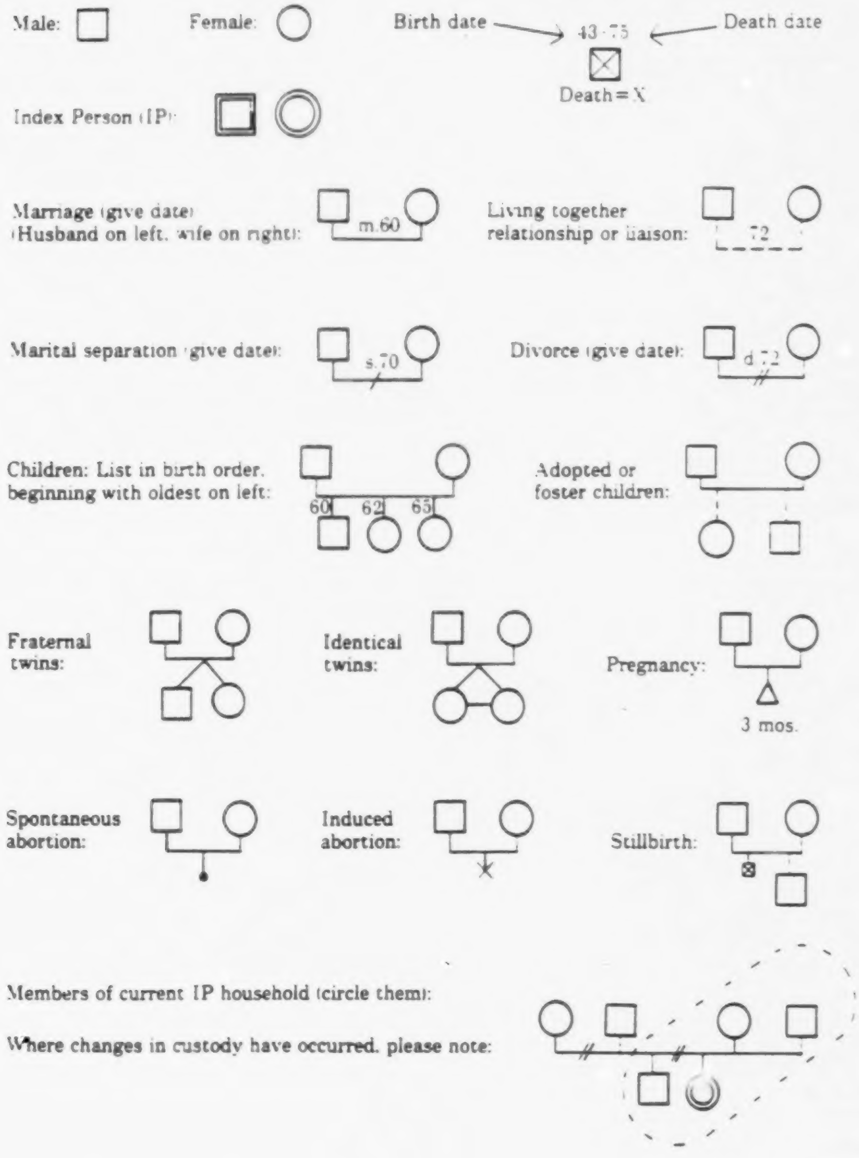
Families repeat themselves. What happens in one generation will often repeat itself in the next. In other words, the same issues tend to be played out from generation to generation. Genograms can help family members see themselves in a new way. By scanning your family system historically, you will begin to see yourself in relation to the themes, myths, rules, relationships, and emotionally charged issues of previous generations and how these influence your career development.

Creating Your Family Genogram

A. Facts to be Recorded on Your Genogram
   1. Family names, nicknames, and family titles (prince, family diplomat . . .) for each person.
   2. Ages and dates of births, deaths, serious mental or physical illnesses, marriages, separations, divorces.
   3. Geographic locations—past and current—of family members.
   4. Ethnic background and migration date.
   5. Religion or religious change.
   6. Rites of passage (e.g., dates when family members left home, promotions, education, graduations, retirements . . .).
   7. Occupation or unemployment.
   8. Family issues such as trouble with the law, physical abuse or incest, alcohol or drug abuse, obesity, etc.

B. Symbols (McGoldrick & Gerrson, 1985, p. 154)

Symbols to describe basic family membership and structure (include on genogram significant others who lived with or cared for family members – place them on the right side of the genogram with a notation about who they are.)

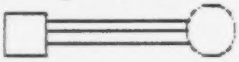

Male:
Female:
Birth date
43-75
Death date
Death = X
Index Person (IP):
Marriage (give date) (Husband on left, wife on right):
m.60
Living together relationship or liaison:
72
Marital separation (give date):
s.70
Divorce (give date):
d.72
Children: List in birth order, beginning with oldest on left:
60
62
65
Adopted or foster children:
Fraternal twins:
Identical twins:
Pregnancy:
3 mos.
Spontaneous abortion:
Induced abortion:
Stillbirth:
Members of current IP household (circle them):
Where changes in custody have occurred, please note:

C. Family Relationships

1. Types of relationships

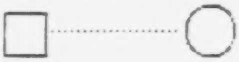
   a. Closest relationships on each generational level.

Very close relationship:



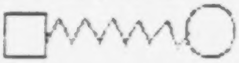
   b. Most distant relationships on each generational level.

Distant relationship:

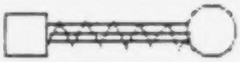


   c. Relationships in conflict on each generational level.

Conflictual relationship:

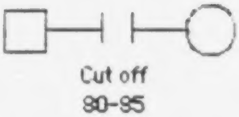


Fused and conflictual:



   d. Emotional cut-off; what was the event? When did it happen?

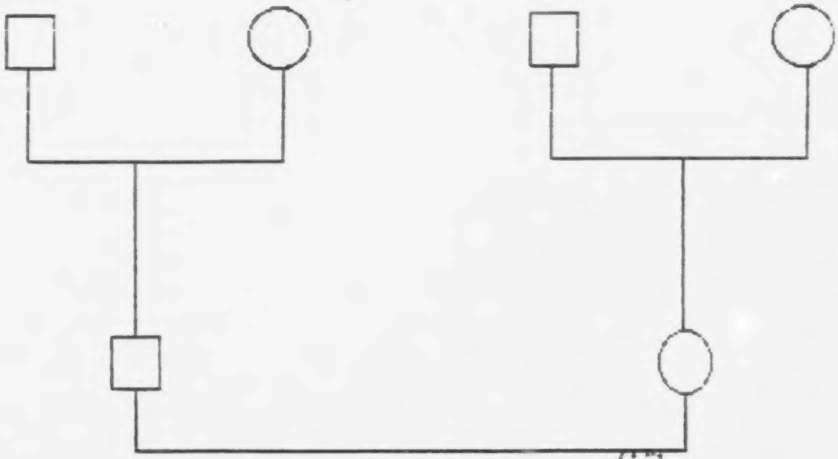
Estrangement or cut off
(give dates if possible):



   e. Characteristics of the relationships you form with each person on the genogram (e.g. I never met them. person to person. we hear about each other from...)

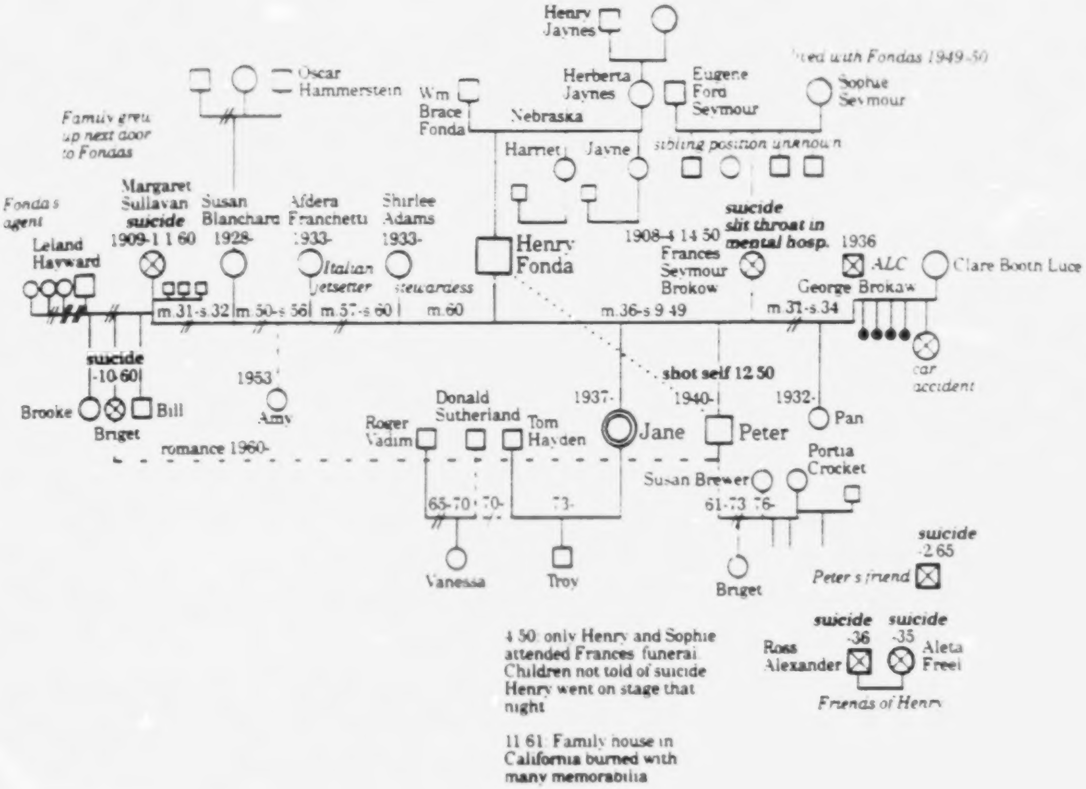
   f. Place siblings in order with the oldest on the left.

D. Genogram Form



E. Example Family Genogram (McGoldrick & Gerrson, 1985)

Although the Fonda genogram is rather complex, it displays for you the wide range of information a genogram can provide. It is also useful when trying to figure out how to use the many symbols presented earlier.


Henry Jaynes
Oscar Hammerstein
Wm Brace Fonda
Nebraska
Herberta Jaynes
Eugene Ford Seymour
ted with Fondas 1949-50
Sophie Seymour
Family grew up next door to Fondas
Harriet
Jayne
sibling position unknown
Fonda's agent
Leland Hayward
Margaret Sullavan
suicide
1909-1 1 60
Susan Blanchard
1928-
Afdera Franchetti
1933-
Italian jetsetter
Shirlee Adams
1933-
stewardess
Henry Fonda
1908-4 14 50
Frances Seymour Brokow
suicide
slit throat in mental hosp.
1936
ALC
George Brokaw
Clare Booth Luce
m.31-s.32
m.50-s 56
m.57-s 60
m.60
m.36-s 9 49
m.31-s.34
car accident
suicide
-10 60
Brooke
Briget
Bill
1953
Amy
shot self 12 50
1937-
1940-
1932-
Pan
Donald Sutherland
Roger Vadim
Tom Hayden
Jane
Peter
romance 1960-
Portia Crocket
Susan Brewer
65-70
70-
73-
61-73
76-
Vanessa
Troy
Briget
suicide
-2 65
Peter's friend
suicide
-36
suicide
-35
Ross Alexander
Aleta Freel
Friends of Henry

4 50: only Henry and Sophie attended Frances' funeral. Children not told of suicide. Henry went on stage that night

11 61: Family house in California burned with many memorabilia

This complex and crowded genogram reveals such important details as:

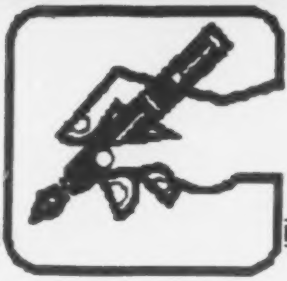
- Multiple marriages are common in this family.
- Both of Henry Fonda's first two wives committed suicide.
- Henry Fonda separated from his second wife, Jane's mother, only a few months before she committed suicide. He had already started an affair with his third wife, Susan Blanchard, whom he married eight months later.
- At the time of the third marriage (in fact, during the honeymoon), Peter Fonda, Jane's brother, shot himself (and nearly died).
- Henry Fonda had two close friends who committed suicide. His son, Peter, fell in love with Briget Hayward the year that she killed herself, and also had a friend who committed suicide.

Adapted from
McGoldrick, M., & Gerrson, R. (1985). *Genograms in family assessment*. New York, NY: W. W. Norton & Company.

Genograms are necessarily schematic and cannot detail all the vicissitudes of a family's history. For example, the Fonda genogram does not include the following information:

- Henry Fonda's first wife, Margaret Sullavan, lived very near the Fonda family in California with her third husband, Leland Hayward, Fonda's agent. After she separated from Leland Hayward, she moved with her children to Connecticut, where she lived very near the Fondas.
- Jane Fonda and Brooke Hayward, Margaret's daughter, reportedly were best friends growing up and hoped that their parents would get back together again (Teichman, 1981, p. 132).
- Jane's mother's death was apparently kept from her and she only later found out about it in a movie magazine.
- Henry reportedly never discussed his wife's suicide with Peter and Jane.
- Henry Fonda and his mother-in-law held a private funeral for Jane's mother, which only they attended. Henry went on stage that same night.
- When Peter shot himself in the stomach during his father's third honeymoon in December 1950, eight months after his mother's suicide, Henry never asked Peter if he was upset about his mother's death (which Peter had been told was due to a heart attack).
- During Henry Fonda's fourth honeymoon in 1957, Peter got himself into such a bad state with drugs that his sister sent him to his aunt's in Nebraska. Henry had to return from his wedding trip to arrange for psychiatric treatment.
- Just after Henry Fonda's fifth honeymoon in 1965, Peter was involved in a drug arrest. His trial ended in a hung jury.

Adapted from
McGoldrick, M., & Gerrson, R. (1985). *Genograms in family assessment*. New York, NY: W.W. Norton & Company.



It's your turn!
Have fun drawing
Your Family Genogram.

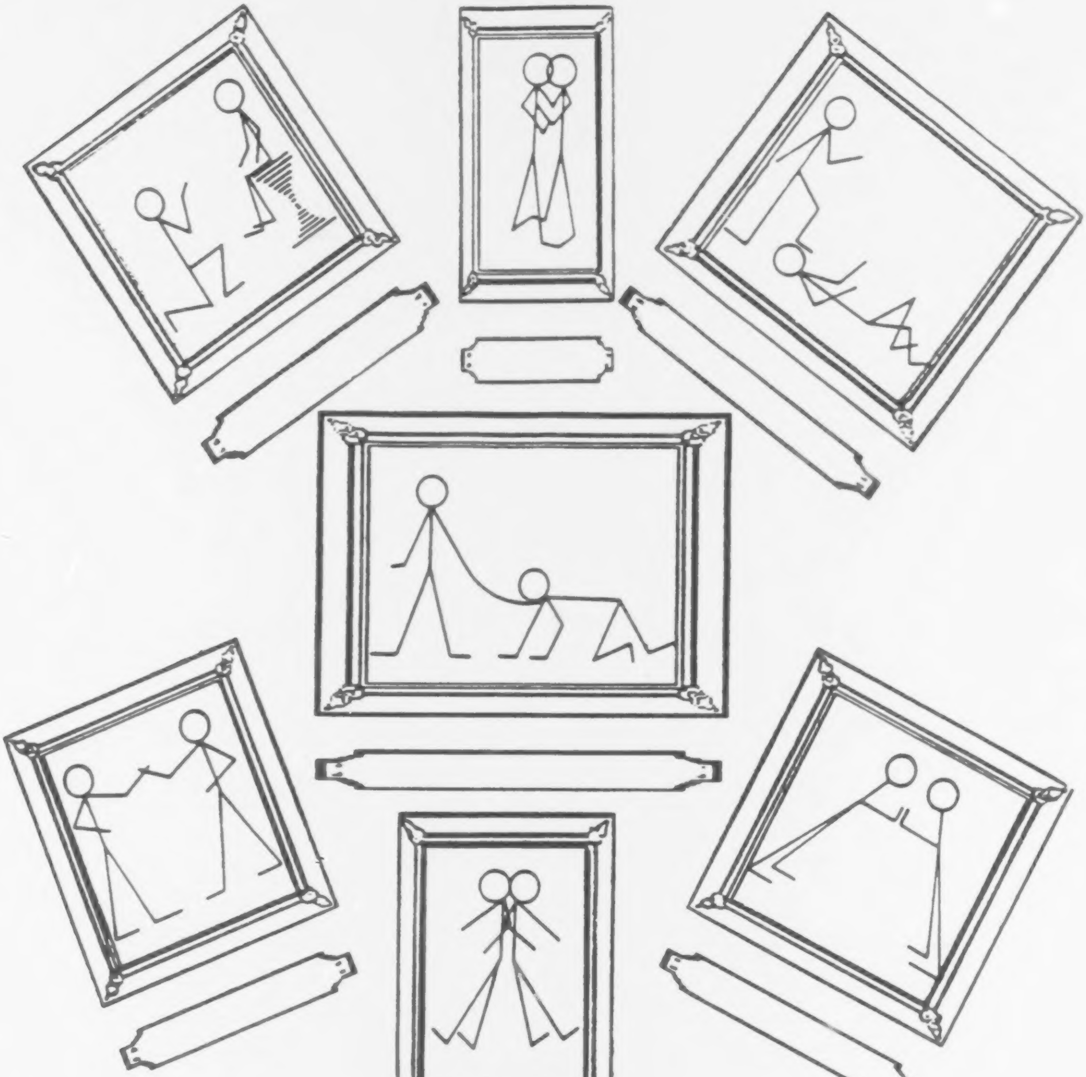
RELATIONSHIPS

Relationships are one of the most important aspects of our lives! We hear about love and work, work and love. How do relationships influence you? Most of us go through life blindly, not knowing exactly how or why we develop the relationships we do. Yet these important facets of life strongly determine our happiness and contentment with who we are and our freedom to make choices for ourselves.

As you explore your family's influence on your career choice, understanding the relationships that have been modeled for you by your family can help you learn about the roles you assume in relationships. Relationships are important in your career decision-making process and the relationships you develop at work will influence your satisfaction with your career choice.

We learn about relationships from our families—in particular, from our parents. We often adapt the same patterns of relationships that we experienced first hand from our families. We interact with others, deal with conflict, establish intimacy or distance, and develop boundaries much the same way our families did. How you act in relationship to others, especially with significant people in your life, can affect the type of work you might choose. This section involves an exercise which will help to learn about several "types" of relationships. As you read through these examples, keep your family in mind. Which of these relationships remind you of your parents? Do you recognize yourself in any of the examples? How are you affected by your relationship pattern(s)?

Seven types of relationships are visually presented below. Each of these drawings represents one of the seven relationships described on the next few pages. Notice that under each drawing is a blank box. After reading about the different characteristics of each relationship, your task is to match the relationships with the drawings. Write the relationship "title" in the blank box which best respresents the drawing.



Adapted from
Fisher, B. (1981). *Rebuilding when your relationship ends*. San Luis Obispo, CA: Impact Publishers.

DEPENDENT RELATIONSHIPS

Most relationships begin with some amount of dependency, which provides us with a sense of security. However, if the relationship becomes too dependent, each person begins to lean on each other for virtually everything. The people in this type of relationship lose the freedom to move and find it difficult to stand on their own. One of the drawings shows two people who are strongly dependent on each other, so much so that if one person moved, the other might fall. Relationships where one or both partners are heavily dependent tend to be very fragile and potentially destroyed by the inevitable growth and change experienced throughout one's lifetime. This type of relationship may make it difficult for you to choose the career you really want because the other person may want you to stay in a specific location and fear change because it affects their need to lean on you.

SMOTHERING RELATIONSHIPS

This type of relationship, where each partner is totally involved and dedicated to the other is typical in early stages of a relationship. People who are insecure in themselves often try to find security in a relationship with another person. They invest so much in the relationship, they tend to lose themselves and focus nearly totally on that other person. One of the drawings shows two people who are entangled with each other. While the initial attention paid in this type of relationship may appear attractive, generally one partner eventually feels trapped by the other's attitude of not being able to live without the other person. This type of relationship generally makes it difficult for one to attain their own identity, and choose their career independently. Eventually, a smothering relationship brings about anger and frustration because the persons tend to expect the other to fulfill all their needs and no one can do that.

PEDESTAL RELATIONSHIPS

One person worships the other as an idealized and unrealistic image of perfection. Pedestal relationships require one person to be in the "one-up" pedestal position, and one person to be in the "one-down" worshiper position.

Eventually, the worshiper realizes that the person they admire so much cannot live up to their unrealistic expectations. Or the person on the pedestal becomes tired of a non-challenging relationship. This type of relationship consists of much placating (trying to please) or blaming behaviors. The person in the one-down position may not attempt to achieve career goals because of their pattern of not standing up for what they want, and they certainly would not do anything that the person on the pedestal does not want them to do. The person on the pedestal, too, may have self-imposed expectations on their behavior, trying to live up to the other person's image of them. It can be very exhausting for this person to be "perfect."

MASTER/SLAVE RELATIONSHIPS

In a master/slave relationship, one person is in total control and makes all the decisions while the other willingly follows. The master acts and is treated according to these ideas: "I'm the head of this family. I'm the boss. I'll make the decisions around here." Do not assume that only men assume the master position. There are many females who are masters, making all of the decisions for their families. A person in the master position will tend to be the breadwinner, and have outside employment. The slave will tend to choose menial work with his or her first priority being to please the master.

BACK TO BACK RELATIONSHIPS

This type of relationship results from people who are linked to the relationship more out of a sense of responsibility or commitment rather than a true caring for each other. They have agreed to some sort of contract or agreement that they will continue their relationship no matter what. There is little or no communication between partners. Relationships often evolve into this arrangement because each person is too busy with their own lives. They begin to share less and less of their lives with each other, love is not communicated, emotional needs are not met, and the relationship becomes barren. This pattern creates a situation ripe for relationships which threaten a marriage. What happens if one person notices someone who thinks they are charming, witty, or intelligent? People in this type of marriage will also tend to be "workaholics" to try to compensate for the lack of fulfillment at home.

Persons in this type of home will place an overly strong emphasis on the world of work.

MARTYR RELATIONSHIPS

The martyr chooses to do everything for others and to sacrifice for everyone. A martyr makes statements such as, "I have devoted my life to you. I have given you everything I have." In a sense, the martyr presents him or herself as letting people "walk all over them." However, control by the martyr is what makes this arrangement unique. How do you begin to feel toward another if they always give to you and never allow you to return the giving? (You may feel guilt or that you owe this person). When you feel guilty for too long, what emotions emerge? (Anger). Yet how can you express anger at someone with the message "after all I've done for you?" All of us have sometimes played the martyr. Stereotypically, women have filled the role of martyr in our society, though it is by no means solely a female role.

HEALTHY RELATIONSHIPS

Healthy relationships are based on mutual dependence, or interdependence. They are equally balanced, unlike the relationships that have been described so far. The two people are able to stand upright, not leaning on or tangled up with the other person; they are able to live their own lives. They choose to stay together because they are free to be individuals who are sharing their lives together. Both partners have a say in the decision making and are able to move, grow, and have their own careers.

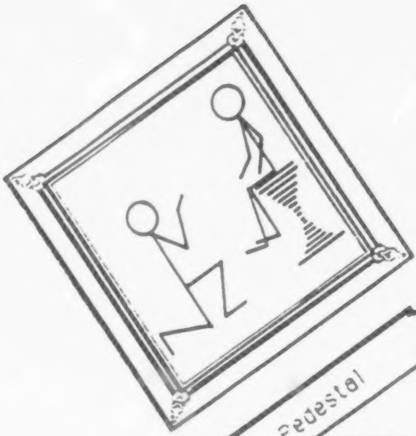
Healthy relationships involve the following qualities:

* Communication and listening
* Time for sharing and conversation
* Supporting and affirming one another
* Respect for each other and others
* A sense of trust
* A sense of play and humor
* A balance of interaction

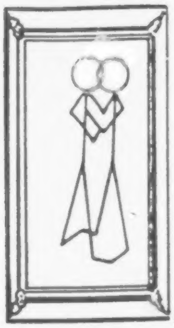
- Sharing of leisure time
- Shared responsibilities
- A sense of right and wrong
- Rituals and traditions
- A shared spirituality
- Respect of one another's privacy
- Seeks help when needed

These qualities make for strong, healthy relationships. They can be actively pursued, just as the other types of relationships can be. Chances for happiness and fulfillment in the healthy relationship, however, are much greater, both at home and at work.

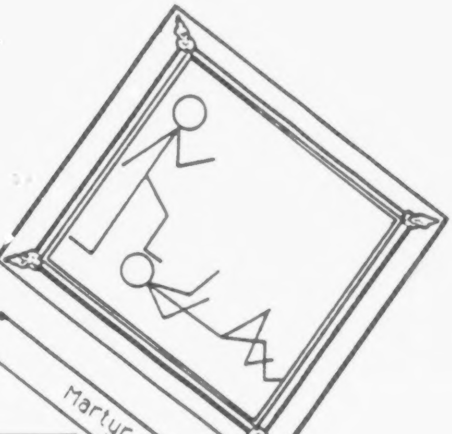
Here's what your answers to the Relationship exercise should look like.



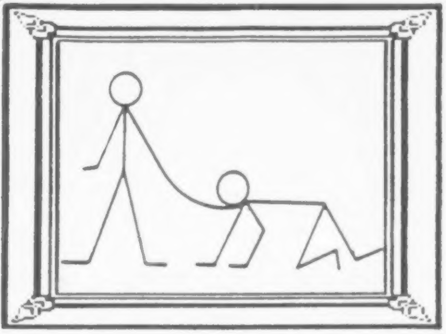
Pedestal



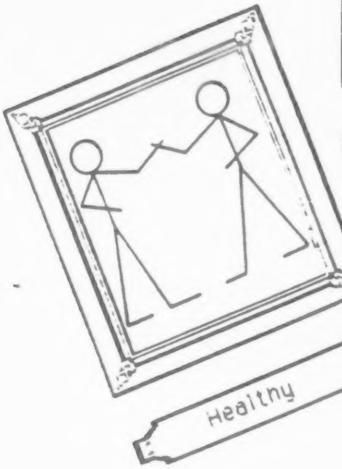
Smothering



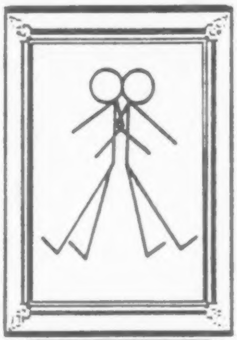
Martyr



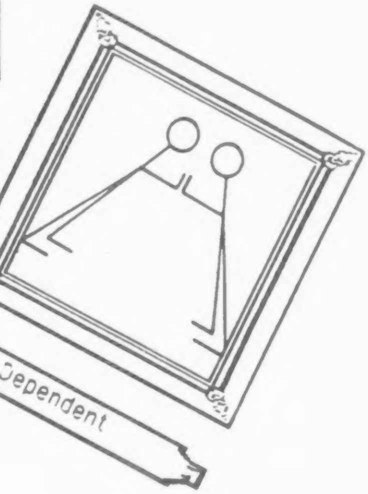
Master/Slave



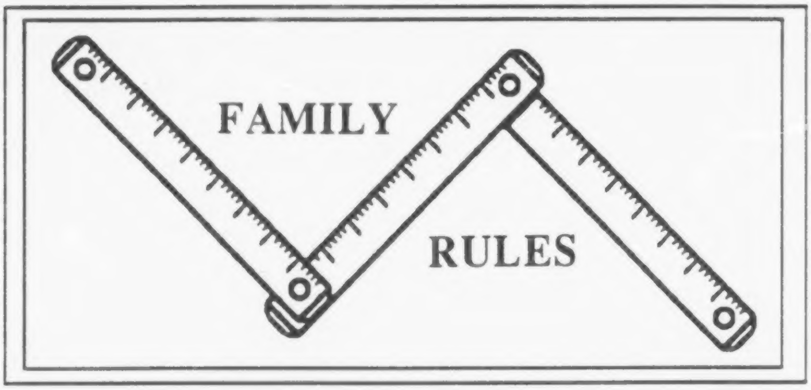
Healthy



Back to Back



Dependent



All families have their own ways or "rules" of operating which form the family style. Family rules are developed to make family life stable and predictable. These rules govern how family members talk to each other, how they get along, and who does what in a family. Because rules are generally passed on from generation to generation, families are seldom aware of "informal" rules. Families rarely look at their rules and are less likely to challenge rules that, healthy or not, guide the lives of each family member. Rules that are not challenged become "myths."

The process of negotiating rules first begins as couples begin to define their relationship. Some rules are directly negotiated such as "when we have children we will always make sure they have good manners." Most rules, however, take time to develop and are difficult to change. For example, rules regarding what church a family attends, how a family deals with conflict, who prepares the family meal, who takes care of younger family members, etc., are all rules which take time to develop and would be highly defended if challenged. Families are more able to renegotiate rules during a time of change. Transitions may include the birth of a child, a move to a new part of the country, or a child leaving the nest.

Rules allow people to count on one another, to know what is expected. The purpose for establishing rules is not to reduce one's freedom, but to encourage cooperation and give family members areas of independence. This is best accomplished by having a balance of rules.

FAMILIES WITH TOO FEW RULES

- Children have little respect for their parents.
- Children think they can always get their own way.
- There is very little sense of cooperation.
- Nobody is sure of anything. You never know what will happen next.
- Family members don't count on one another.
- Family members are expected to know what to do without being told and often feel guilty when they don't know.
- The family spends very little time together.
- Older children often try to make rules.

FAMILIES WITH TOO MANY RULES

- The atmosphere is rigid and unspontaneous.
- Rules are often followed because of fear rather than a feeling they will make the family life better.
- The consequences for breaking rules are harsh and often physically abusive.
- Most of the parent's time with their children is spent enforcing rules.
- Parents and children don't talk to each other very much.
- One parent makes most of the rules and enforces them and often feels lonely and misunderstood.
- Children don't feel very important.
- There is little room for self-expression.

Think about your family rules. Put an X in the box that best shows where you think your family fits.

1	2	3	4	5	6	7	8
HAS NO RULES			HAS A BALANCE OF RULES				HAS TOO MANY RULES

Adapted from
Doub, G. T., & Scott, V. M. (1987). *Family wellness workbook.* pp. 1-4.

What are/were some of your family rules (e.g., respect the elderly, don't talk to strangers, and get a good education)?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

When rules become myths . . .

As stated earlier, rules that go unchallenged often become myths. Family myths are generally rules about the relationships in your family. They are seldom directly communicated. For example:

Myth #1

> The situation in a family where the wife has for years refused to drive the family car with the statement, which the husband warmly supports, that she is "not mechanically inclined";

Myth #2

> The family where the father always wears a wide smile which the family uses to emphasize the view that "father is always happy" regardless of what may be happening in the household;

Myth #3

> The family where the parents openly enjoy losing an argument to their young son to whom they often refer as "the legal mind of the family," but choose to ignore his serious difficulties with the juvenile authorities. (Ferriera, 1964, p. 16).

These myths are the rules that remain hidden from view, embedded in the triviality of everday clichés. These beliefs may be a blatant distortion of the facts, yet they are supported by all family members and remain unchallenged. It is normal to have some family myths, but too many or too severe of family myths can be harmful for family members. Because of the tendency for myths to distort reality, if they remain unchallenged, they could disrupt your career decision-making process.

This may be the first time you have ever thought about "myths" as they relate to your family and you may find it difficult to write or verbalize what has always been left unsaid. That's okay. Take some time to consider five examples of myths from your own family and write them below.

1.

2.

3.

4.

5.

Family myths and rules influence the making and maintenance of roles for each family member. They also influence the development of family traditions. A link between generations is provided through the use of myths and rules. The family is also provided with a means of developing their character, a way for themselves and outsiders to describe them as a family. For example, you may hear a statement like, "That family has always had an alcoholic," or "There have been farmers in that family for generations." These comments are perceptions of people outside the family who recognize some of the rules or myths that have established and maintained the character of the family. The importance placed on money, religion, prestige, status, or service to others also reflects the family's rules and myths, which build values and traditions (Brachter, 1982, p. 87). This will perhaps be the most important variable to be considered as you think in terms of career choice.

How do your family rules and myths influence you?

1. Are you free to separate from your family (emotionally, financially, and physically), or do rules and/or myths keep this from happening? If you are still in the process of becoming independent, you may be especially vulnerable to the forces of the family system.

2. Are there different rules according to sex or age (e.g., Different rules for boys leaving home than girls, or for oldest leaving home versus the youngest leaving home)?

3. The power of the family system, through rules and myths, can influence the extent to which you can resist your family's (usually unconscious) tendency to impose it's rules. This force can be a strongly felt influence, but because of our normal unawareness of the family influence, can cause difficulties if you choose a career that does not support a family myth.

4. The rules and myths you learned from your family are most likely internalized as values by now. Unaware that some of your values may stem from family rules and myths, you may be integrating a distorted value system into a philosophy of life.

5. Rules and myths might cause you to feel constrained or inhibited by "something" or you may feel like you are being pressured. Going against a family rule or myth may result in guilt feelings about betraying or abandoning your family.

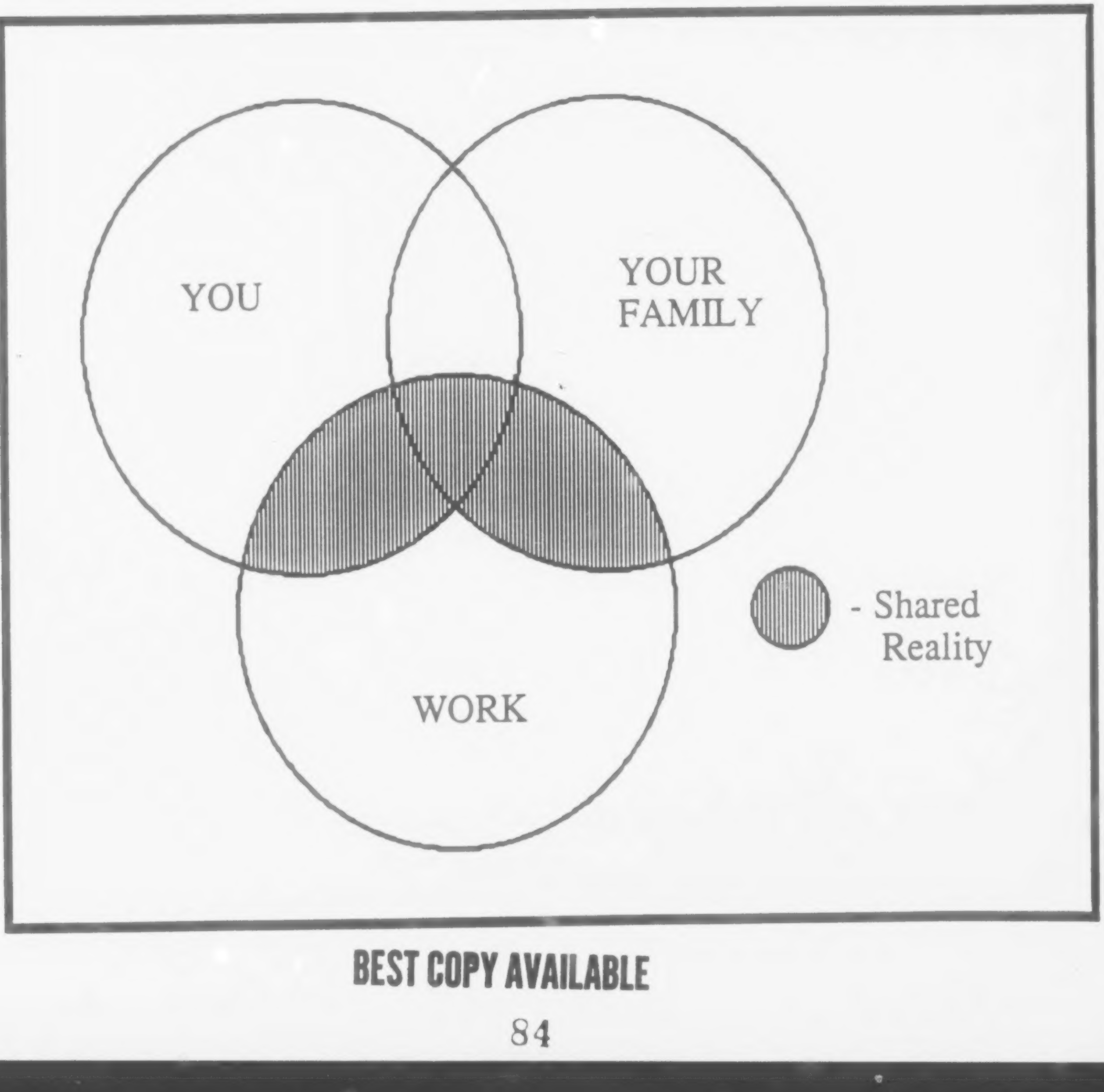
Adapted from

Brachter, W. (1982). The influence of the family on career selection: A family systems perspective. *Personnel and Guidance Journal, 61*, 87-91.

Ferreira, A. J. (1964). Family myths: The covert rules of the relationship. *6th International Congress of Psychotherapy: Confin. Psychiatry, 8*, 15-20.

PART FOUR

THE REALITY OF WORK


YOU
YOUR FAMILY
WORK
- Shared Reality

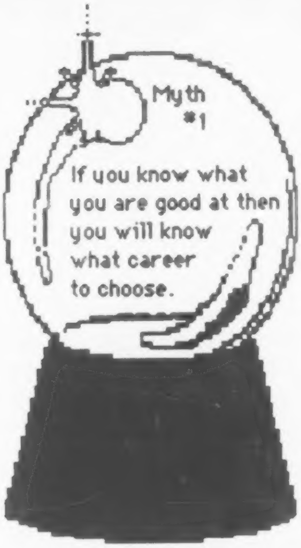
BEST COPY AVAILABLE

About the World of Work

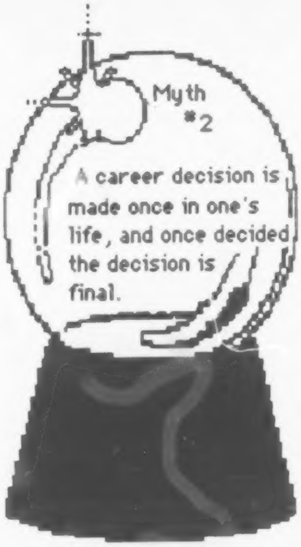
BEST COPY AVAILABLE

MYTHS ABOUT CAREERS

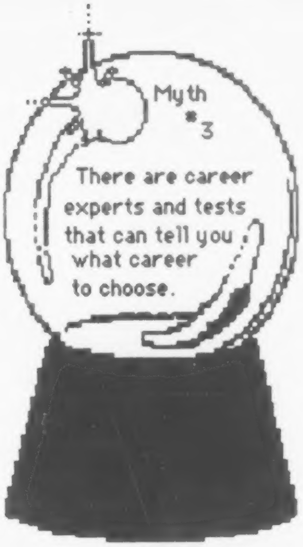
IF ONLY I HAD A CRYSTAL BALL THAT WOULD TELL ME WHAT CAREER I SHOULD CHOOSE!


Myth #1

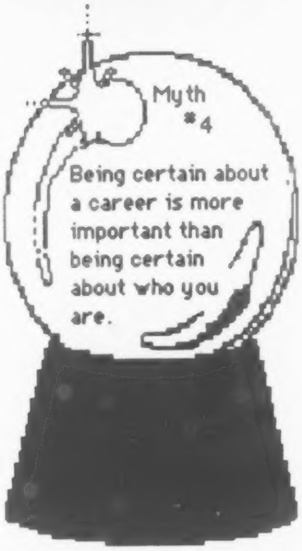
If you know what you are good at then you will know what career to choose.


Myth #2

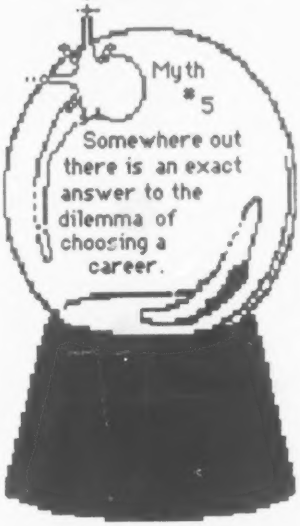
A career decision is made once in one's life, and once decided the decision is final.


Myth #3

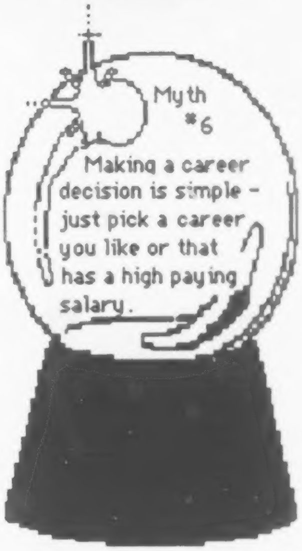
There are career experts and tests that can tell you what career to choose.


Myth #4

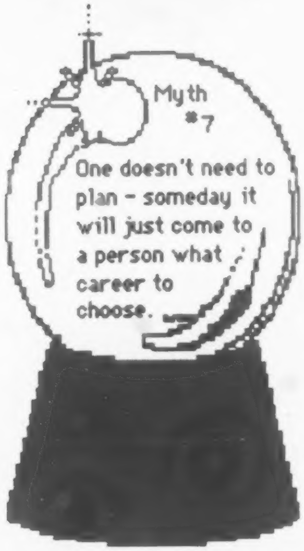
Being certain about a career is more important than being certain about who you are.


Myth #5

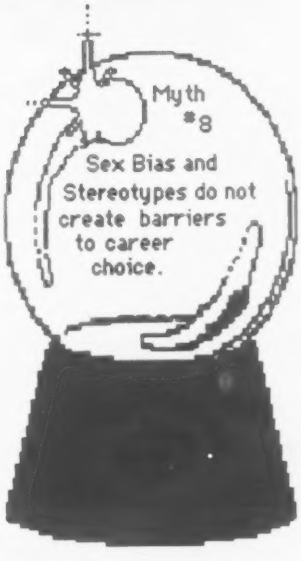
Somewhere out there is an exact answer to the dilemma of choosing a career.


Myth #6

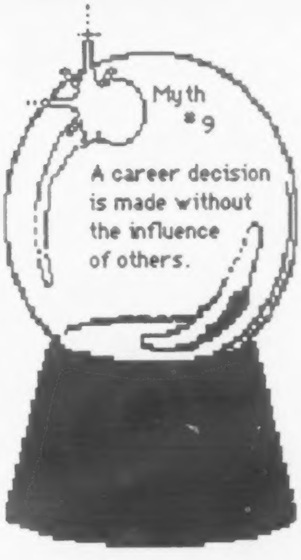
Making a career decision is simple - just pick a career you like or that has a high paying salary.


Myth #7

One doesn't need to plan - someday it will just come to a person what career to choose.


Myth #8

Sex Bias and Stereotypes do not create barriers to career choice.


Myth #9

A career decision is made without the influence of others.

Rules In the Work Setting

The Work World, similar to families, have ways or "rules" of operating which forms the organization's style. These rules are developed to make work life more stable and predictable. Such rules govern how employees and employers talk to each other, how they get along, who does what, and how one is promoted, transferred, or terminated. It is important to understand the rules of your work environment. Do the rules in your career field fit with your personal values? If not, can the rules be negotiated? For example, you may value a career which allows you a flexible schedule while the business you are employed with has strict rules about working hours.

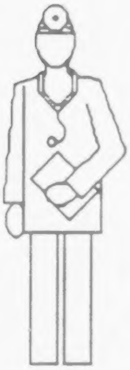
The space below has been provided for you to do some brainstorming about some of the rules you may expect to find in the career field of your interest.

Possible Work Rules

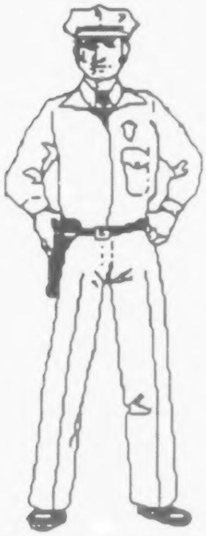
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

Company Policy

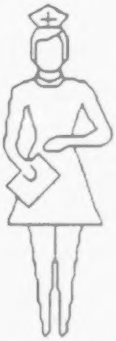
What is typical about these pictures?



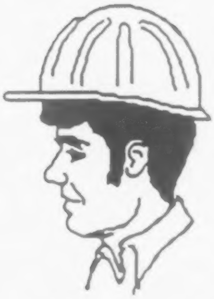
Doctor



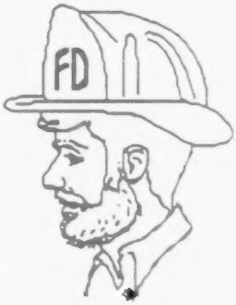
Policeman



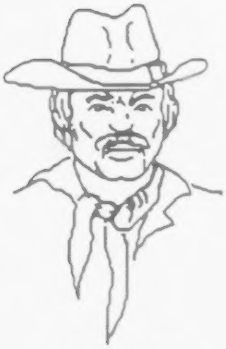
Nurse



Construction Worker

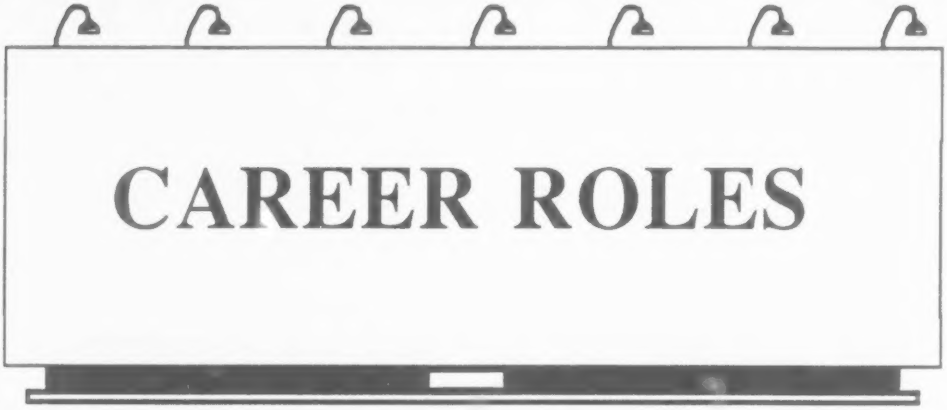


Fireman



Rancher

Stereotypes and Sex Bias



CAREER ROLES

DIRECTIONS:

Using the list of occupations below, mark whether or not you think the role could best be filled by a man or a woman. After you have made your individual choice, we will compare your choices to the choices of others in your group.

	Best filled by women	Best filled by men	Total choosing women	Total choosing men
Artist				
Airplane Pilot				
Bus Driver				
Chef/Cook				
Cashier				
Construction Worker				
Counselor				
Custodian				
Dentist				
Doctor				
Engineer				
Farmer				
Fire Fighter				
Mechanic				
Military General				
Nurse				
Painter				
Pharmacist				
Police Officer				
Postal Worker				
Teacher				

STEREOTYPED REACTIONS

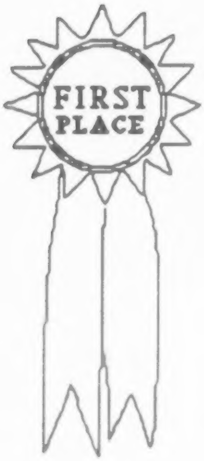
The purpose of this activity is to have you think about ways you might combat stereotyped expectations of your career choices from other people.

DIRECTIONS:

This activity involves a role play in which you are interacting with your family or friends. You are to announce your intentions to follow a non-traditional career. After you select people to play, members of your family or some of your friends, describe to the role players the reactions you would anticipate. After the role play, switch places so that you have an opportunity to see what it's like from both sides.

FRIENDS' REACTIONS

FAMILY'S REACTIONS



Rank the following occupations according to the status you think society attaches to them. Think about the sterotypes and biases often linked with the occupations. Number them 1 through 15: 1 for the occupation you feel is the most important as you think society views it; 15 for the least important. It doesn't matter if you don't know exactly what a person working in the occupation would do; simply rank them according to how much status you think they have or don't have.

____ Agriculture Supervisor

____ Barber/Beauty Operator

____ Doctor

____ Lawyer

____ Police Officer

____ Plumber

____ Salesperson

____ Waiter/Waitress

____ Auto Mechanic

____ Dental Hygienist

____ Landscape Designer

____ Musician

____ Public School Teacher

____ Counselor

____ Secretary

MEN SHOULD

WOMEN SHOULD

MEN SHOULDN'T

WOMEN SHOULDN'T

We all have preconceived ideas about what we should and should not do. These "should's" have developed from the time we were small. We may not even be aware of all of the stereotypes and sex role biases we have. Take this opportunity to brainstorm and write as many stereotypes as you can think of. With the awareness of what they are, you can begin to combat the absurdity in each statement.

1. Little girls should act . . .

   Little boys should act . . .

   Little girls shouldn't act . . .

   Little boys shouldn't act . . .

2. A single woman should . . .

A married woman should . . .

A single man should . . .

A married man should . . .

3. Women's work is . . .

Men's work is . . .

4. Five adjectives to describe a woman are . . .

Five adjectives to describe a man are . . .

5. Five occupations associated with women are . . .

Five occupations associated with men are . . .

DICTIONARY OF OCCUPATIONS

As a group project, have participants develop a "Dictionary of Occupations." Each person is to research one or two occupations, making sure that one is not a repeat. The participants are to use their school or community library, local telephone directory, and any community resource that is available. As the sheet is completed, the information can be reported to the group and alphabetized into a three-ring notebook for future reference.

DICTIONARY
OF
OCCUPATIONS

A sample of a page for your group's "Dictionary of Occupations":

Career title ____________________

Career location ____________________

Job description ____________________

____

Salary range ____________________

Education or training ____________________

Work hours ____________________

Possible trends in this field ____________________

Skills needed ____________________

Corresponding values ____________________

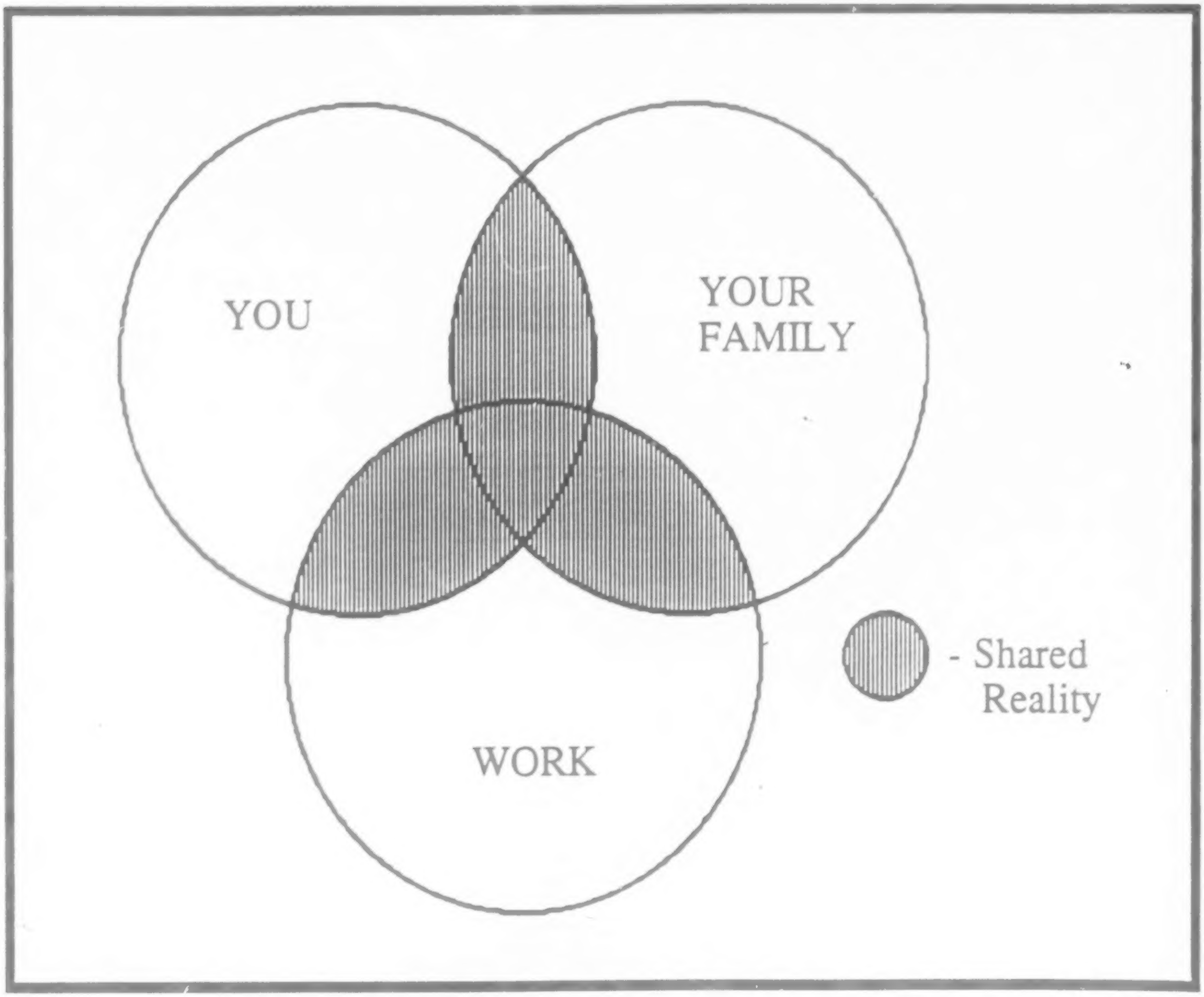
List of possible employers	List of related careers
____________________	____________________
____________________	____________________

Resource ____________________

Information compiled by ____________________

PART FIVE

YOU, YOUR FAMILY, WORK: SHARING A REALITY?


YOU
YOUR FAMILY
WORK
- Shared Reality

BEST COPY AVAILABLE

INTEGRATING REALITIES

At the beginning of this program you were introduced to the idea that career decisions are made in a PSYCHOSOCIAL CONTEXT which consists of three distinct influences: Your Reality, Your Family's Reality, and The Reality of Work. In order to help you understand your psychosocial context, each influence has been explored separately, one at a time.

Now it is time for you to make sense of the things you have recently learned by considering how these three influences interact with the others. To do this, first you will be asked to summarize the significant insights you have gained from each influential area.

Secondly, you will identify differing expectations among the three areas of your psychosocial context.

Thirdly, you will examine how you, your family, and work share a reality.

In conclusion, you will draw a diagram representing the degree of reality shared between the elements of your psychosocial context.

The focus of this exercise is for you to clarify the different parts of YOUR REALITY. The clearer your reality is, the more satisfying your career decisions will tend to be. You have already explored several aspects related to your reality such as your career decision-making style, how you manage change, your values, the way you view who you are, and your level of personal development. Summarize below some of the things you learned about reality as you see it.

REALITY
AS YOU SEE IT

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Your decision on a career is not made in isolation. The family has been identified as one of the most important influences in the career decision-making process. An increased awareness of family memories, occupational history, family genogram, relationships, and rules allows you to determine the degree of influence YOUR FAMILY'S REALITY will have on your career plans. Consider what you have learned about Your Family's Reality and summarize some of the important insights you have gained by exploring your family's work history and reality as your family views it.

REALITY AS VIEWED BY YOUR FAMILY

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

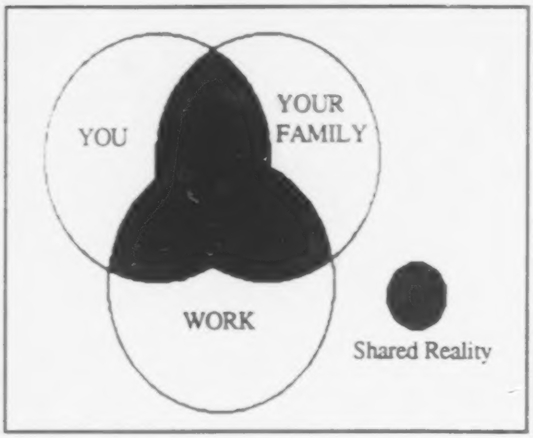
5. ______________________________
____

Once you have decided on an occupational area of interest, the next step is to identify some of the realities associated with that particular career. It is important for you to be aware of the social and cultural obstacles that might prevent you from your occupation of choice. You have examined several obstacles related to career myths and stereotypes about age, sex, race, and career roles. In addition to obstacles, rules in the work setting help define the REALITY OF WORK. Describe below significant realities associated with your occupational interest that may or may not encourage you to pursue that interest.

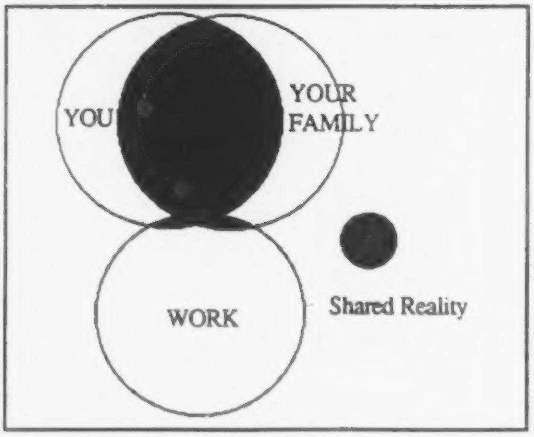
REALITY
AS VIEWED BY
THE WORLD OF WORK

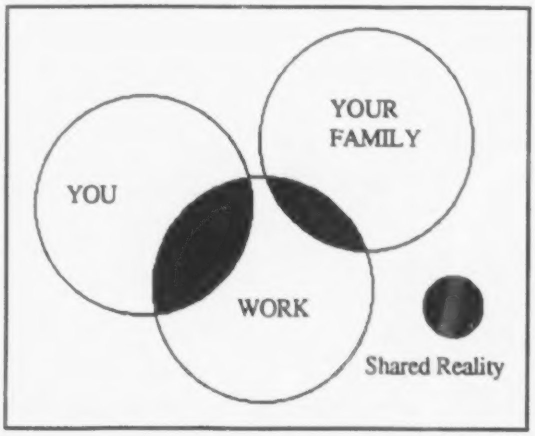
1. ______________________________ ______________________________
2. ______________________________ ______________________________
3. ______________________________ ______________________________
4. ______________________________ ______________________________
5. ______________________________ ______________________________

VARIATIONS IN "SHARED REALITY"


YOU
YOUR FAMILY
WORK
Shared Reality

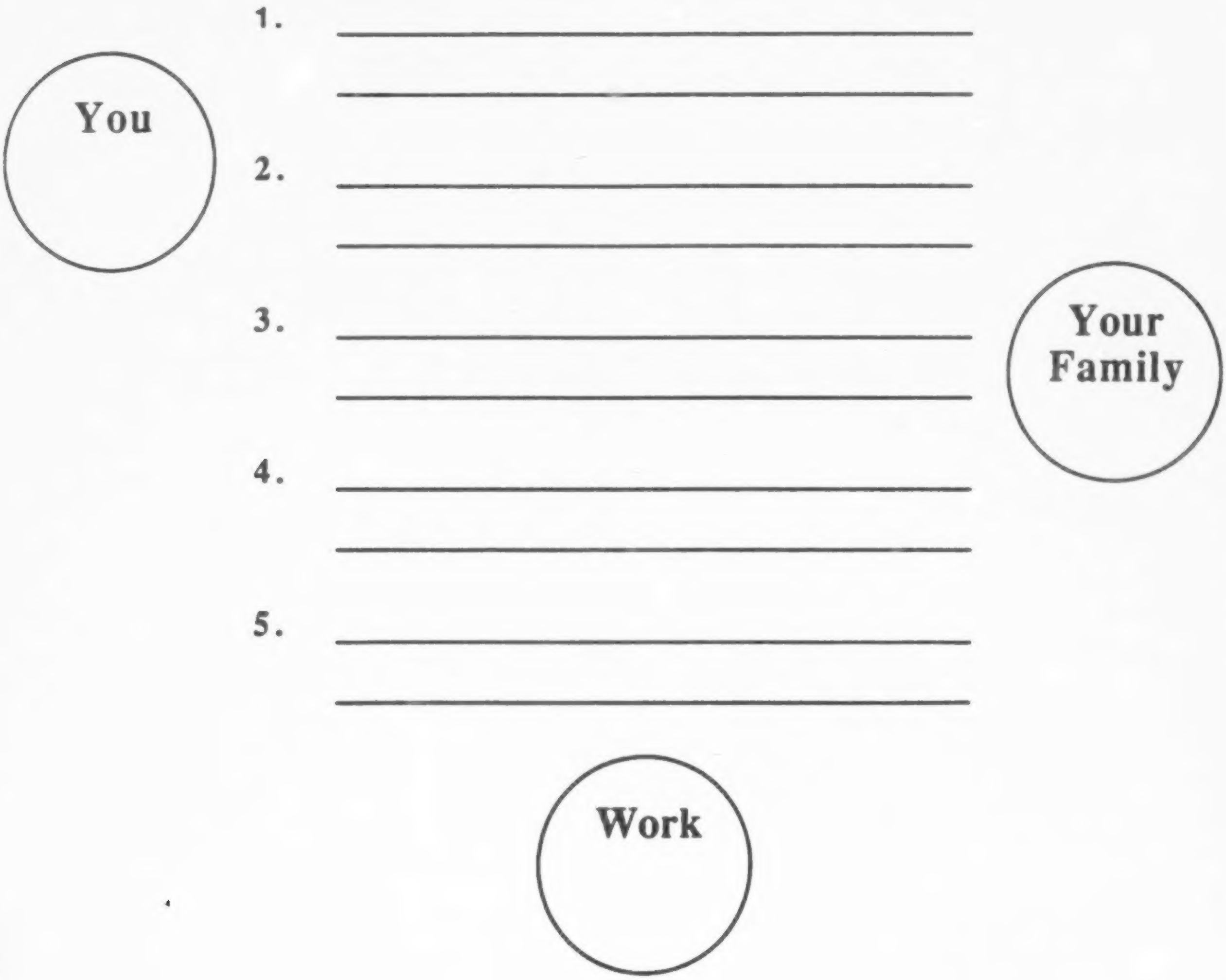
Every psychosocial decision-making context contains some measure of "shared reality." As indicated in the diagram above, the sets of expectations are seldom completely shared. Although you have already identified three distinct expectations for each reality, there is typically some degree of overlap. The magnitude of that "shared reality" varies from context to context, from person to person, or from time to time for any one person. In short, variations of "shared reality" are to be expected. Illustrated below are visual examples of how the degree of "shared reality" may vary from context to context.


YOU
YOUR FAMILY
WORK
Shared Reality


YOUR FAMILY
YOU
WORK
Shared Reality

Observed variations are the result of differences and similarities among the way you, your family, and the world of work view reality. First, let us take a look at how the three realities differ. In the spaces provided below, describe some ways in which these elements may differ.

DIFFERING VIEWS OF REALITY



1. ______________________________
____

2. ______________________________
____

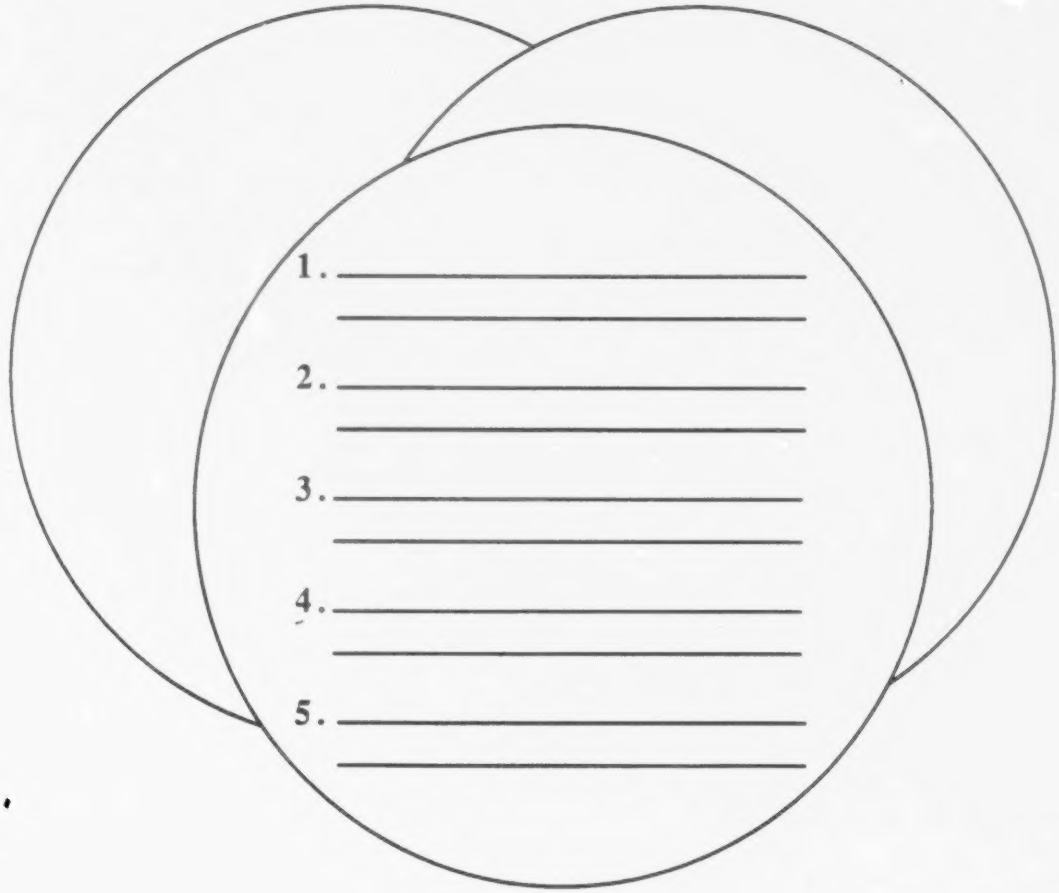
3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

The set of expectations common to each element forms the "shared reality." It is postulated that career decisions that are based in a shared reality tend to be satisfying and satisfactory ones—satisfying to the individuals making the decisions, and satisfactory to those involved with the decisions. Consider now the similarities among the way you, your family, and the world of work view reality. Describe these similarities and how they help to form a "shared reality" in the space below.

SIMILAR VIEWS OF REALITY



1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

Each element in the psychosocial decision-making context is governed by a view of reality that influences career decisions. While these realities are distinct, they are also interrelated and joined by similarities in rules and expectations which form the "shared reality." In conclusion of your search to solve the Career Mystery of "Whose Decision is it, Anyway?", you should now be able to arrange your personal psychosocial context. As you draw the context below, consider how much the circles should overlap to represent your perceptions of the degree to which you, your family, and the world of work not only share a reality, but also maintain uniqueness.

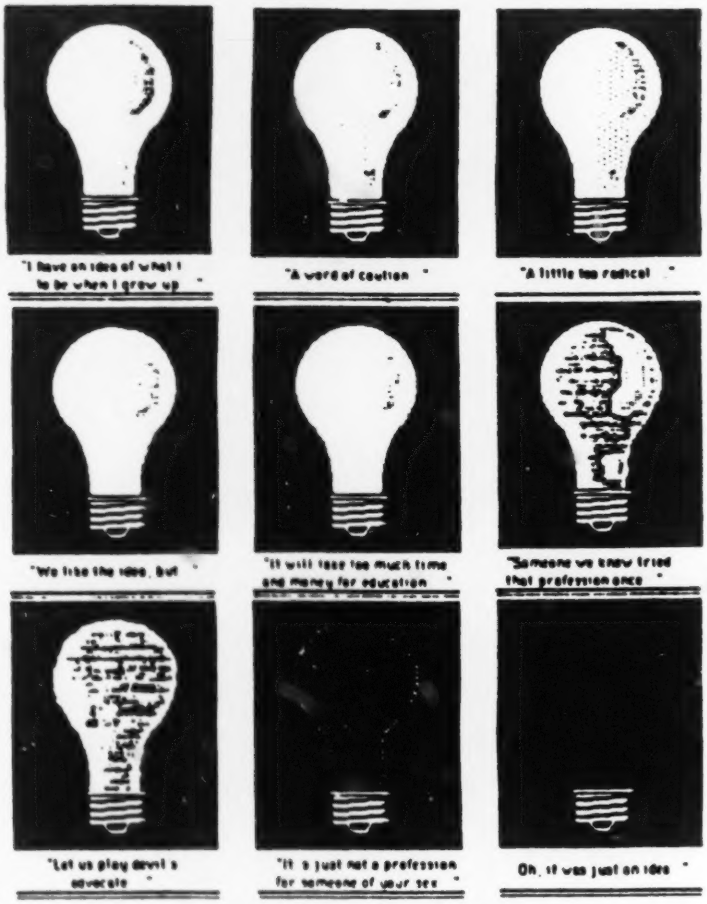
YOUR PERSONAL PSYCHOSOCIAL CONTEXT

IL89RE05

Illinois
State
Board of
Education

Department
of Adult,
Vocational,
and Technical
Education

Career Decision Making: A Creative Process
"It Was Just An Idea"


"I have an idea of what I to be when I grow up ."
"A word of caution ."
"A little too radical ."
"We like the idea, but ."
"It will take too much time and money for education ."
"Someone we knew tried that profession once ."
"Let us play devil's advocate ."
"It's just not a profession for someone of your sex ."
Oh, it was just an idea ."

A career idea is a fragile thing.
Turning it off is much easier than keeping it lit.

BEST COPY AVAILABLE

FOREWARD

The materials included in this booklet represent a specific application of an ecosystemic model of career decision making proposed by M. Harry Daniels and Lorna Hecker McGregor. The model proposes that career decisions are mde within a psychosocial context that is influenced by the individual decision maker, the familial environment in which the decision maker was raised, and the conventional expectations of employers.

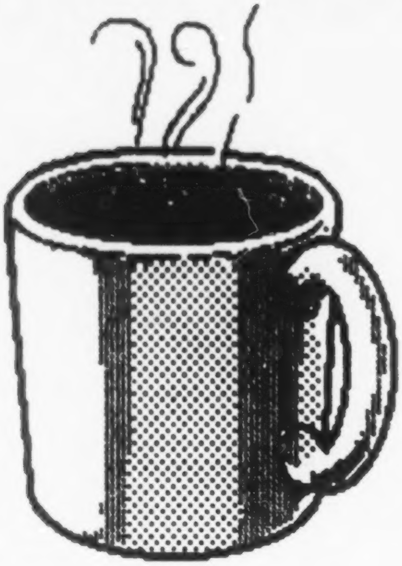
Readers interested in knowing more about the model are encouraged to read: Families: The Foundation of Equity
The Families' Management of Ambiguity
Leaving Home and Finding Work
Copies of each may be obtained from the Illinois Vocational Curriculum Center or by contacting: Dr. Harry Daniels
Department of Educational Psychology
Southern Illinois University - Carbondale
Carbondale, Illinois 62901

CREATING
CAREER
IDEAS

Very often learning is seen as being separate from life. School is frequently perceived as the place for education, and other activities are not seen as educational. In addition, education is generally viewed as taking place in a formal teaching/learning setting, and many opportunities for learning in everyday life situations are overlooked.

This booklet contains suggestions for individual and family activities that can promote career awareness. The activities are quick and easy to do, and present opportunities for using everyday situations to focus on career information. However, simply reading this booklet in not enough. Try the activities. They can be done individually, but the best results occur when they are done as a family.

Alphabet Soup



Each person needs a pencil and a piece of paper.

1. Quickly write down 10 things you like to do most. Write these in a column in no special order. Don't think too long; just quickly write the first things that come into your mind.

2. Place an **X** next to those things you have done within the last 3 weeks.

3. Place an **A** next to those things you like to do alone.

4. Place an **P** next to those things you like to do with people.

5. Place an **S** next to those things that cost $5 or more each time you do them.

6 Place an **O** next to those things you would like to be part of your occupation

7. Place an **L** next to those things you would like to be included as part of your leisure time.

8. Place an **S** next to those things you would like for your spouse to have on his or her list.

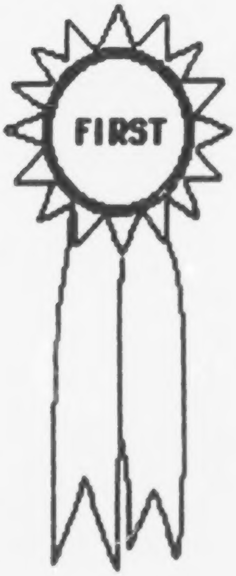
9 Place an **R** next to those things you think you will be able to do after age 60.

10. Place an **M** next to those things you think your mother would have on her list.

11. Place an **F** next to those things you think your father would have on his list.

Now think of the setting where you would most likely be able to do each of these things (mountain, city, suburb, coast, country, small town, etc.). Each person participating may then share your responses and discuss them, emphasizing what you have learned about yourself.

Importants



Place a 1 before the item that is most important to you, a 2 next to the one that is next important, and so forth:

Satisfying and successful career

Job security

Good family relationships

A world without discrimination

International fame

Pleasure

Strong religious faith

Lovely home in a beautiful setting

Self-knowledge

Ability or position to influence world affairs

Satisfying love relationship

The right to do what I want

Excitement

Ability to influence the minds of others

Enough money to be comfortable

Sense of accomplishment

Love and understanding of friends

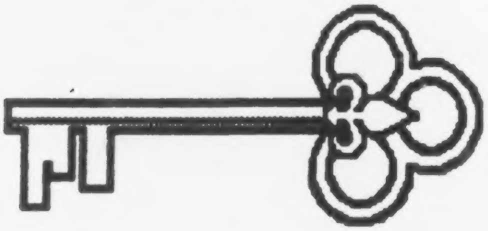
Discuss your ranking as a family, asking: "What have I learned about myself? How might it influence my life? My career? How would my parents have ranked these values?

Occupational Family Trees

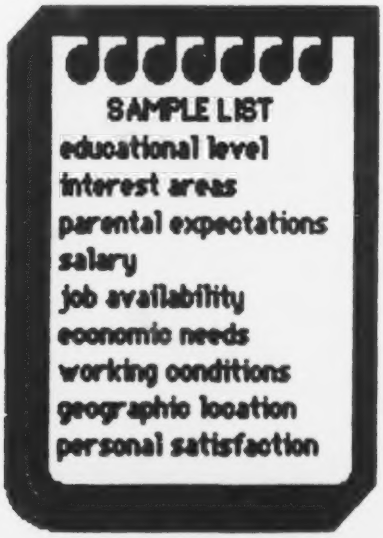
Most family trees are completed with names, dates, birthplaces. Another dimension can be added by including the occupations of ancestors. This provides an opportunity for children to consider their heritage in a career context.

BEST COPY AVAILABLE

KEY INFLUENTIAL FACTORS



On a sheet of paper list the many key factors that influenced your choice of career/life-style. Take about five minutes to create your list. Then write a brief explanation of how you "happened" into all of the paid work experiences you have had. Have your children create a list of key factors which they perceive as influencing career/life-style. Compare the lists an discuss your brief explanation with your children.



SAMPLE LIST

- educational level
- interest areas
- parental expectations
- salary
- job availability
- economic needs
- working conditions
- geographic location
- personal satisfaction

Points to bring out in the discussion:

* It is common for people to "happen" into a vocation rather than to choose, prepare, and pursue a job because of interest or ability.

* Jobs are often chosen because of immediate need rather than interest or ability.

* The career choices of your children, like your own, will probably be influenced by a great variety of factors, even though the factors themselves may be different.

Career Mystery

This game can easily be adaped to a career slant. It can be played at home, in the car, or on a trip. One person selects an occupation and the other players take turns asking up to 20 questions that can be answered yes or no. The player who guesses the occupation is "it" next. If no one guesses the occupation, the same player selects another "Mystery" occupation. This activity helps family members develop questioning skills that focus on characteristics of occupations.

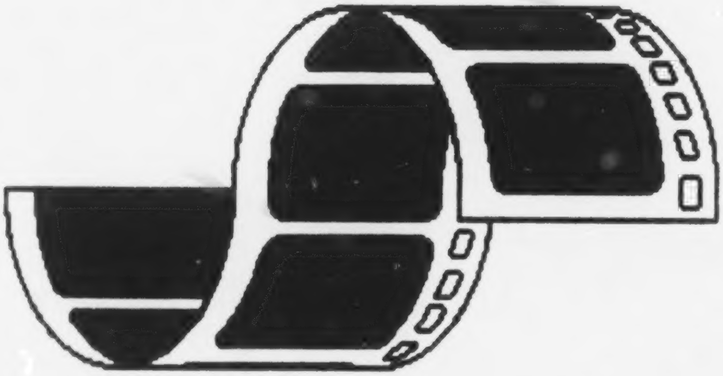
113

Family Outings

Career awareness can also be part of shopping trips, dining out, cultural events, traveling, or other family outings. As your family participates in these activities, ask your child to consider what jobs are necessary to bring a product or service to the consumer.

Identify and discuss the behind-the-scenes occupations at places you visit. For example:

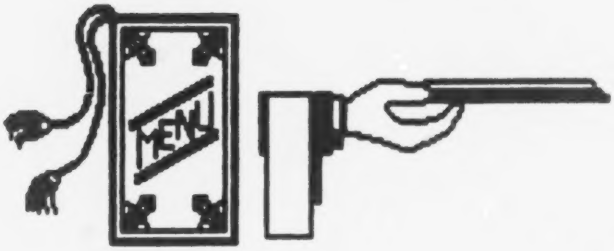
Going to the movies



- ticket seller
- ticket taker
- theater owner
- projectionist
- actors/actresses
- scriptwriter
- usher
- refreshment server
- producer
- director
- makeup artist
- wardrobe manager

(The list can go on and on!)

Dining out



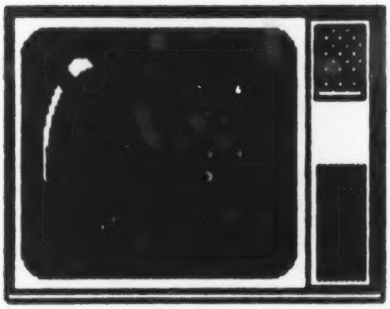
waiter/waitress
china manufacturer
funiture maker
resturant owner
chef
cashier
truck driver

decorator
kitchen
flatware
farmer
equipment manufacturer
manufacturer

(Just the beginning!)

This can be turned into a game: How many auxiliary occupations can you come up with? It becomes a career awareness experience and encourages a new way of looking at routine events. You may even make arrangements for your child to meet and interview some of these workers to learn what they do, how they like their jobs, the training they need, and the pros and cons of their jobs

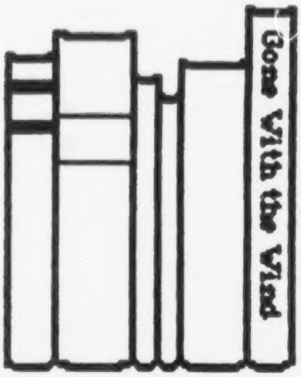
Television



Television presents career concepts in many ways. Very often television shows depict careers as part of a story line or setting. The portrayal may not aways be accurate, but some information is conveyed. You can ask your child: "From seeing this show, what do you think a (occupation title) does on the job?" "Would you like to do that job?" "Why or why not?" "Do you think most people who are (occupation title) do the things you saw in the program?" Then encourage your child to find out the true nature of the occupation. You can do this by introducing your child to someone in the occupation or suggesting books about the occupation. The point of all this is to help your child realize that on televeision, occupations are frequently dramatized, stereotyped, and misleading. The questioning and information style of this activity can be done on a variety of levels depending on the age of your child.

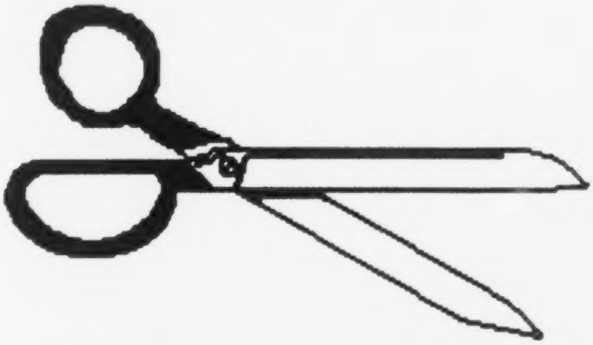
Another way to use television is by calling attention to and discussing the variety of jobs in the industry itself. A good way to do this is to look at the list of credits which is run after most shows. Television "magazines", newsbroadcasts, documentaries, comedies, dramatic series, etc., all list production staff whose jobs are necessary to bring a program to the viewer. As the credits are rolling, indentify job titles to investigate and discuss.

Books



Many times fiction books contain descriptions or references to careers. Ask your child to name the careers which were presented in the book or story, the main activities of character(s) in those careers, how the career(s) tied in with the story line, whether the career(s) would be of interest, and why.

Magazines



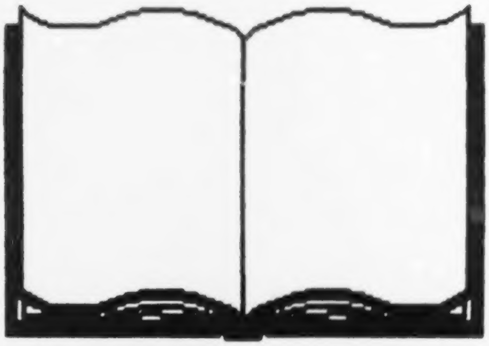
Magazines are useful sources of career information. Children can cut out pictures of people engaged in work or play activities of interest and make a collage, or they can cut out and assemble pictures of things related to a specific career. This is a fun "quiet time" or "rainy day" activity.

Newspapers

The Classifed Section (want ads) is another souce of career information. Descriptions, requirements, and availabilty of jobs appear daily. You and your children can go through the ads and circle jobs that sound interesting. Using your general knowledge, share viewpoints about the circled jobs in terms of potential, impact on life-style, and advantages or disadvantages.

Other sections of the paper can be sources of career information. News about local government, business, fashion, sports, and education, and even obituaries, can provide insights into job activities and expectations, work settings, life-styles, possible job openings, and so on. Because its information is current, the newpaper is a unique career information resource.

Yellow Pages



The Yellow Pages offer a comprehensive listing of products and services offered by local businesses. Children can use the listings to note potential areas of occupational interest and the names of businesses in those areas. Another general activity is to write down all of the classification titles found under a letter of the alphabet. A child who already has an interest in an occupation(s) can use the Yellow Pages to identify local businesses that can be contacted for career information.

KEEPING
CAREER
IDEAS
LIT!

Career decision making is a process not an event that occurs at a given time. Your child's future career will be influenced by events that occur beginning in the pre-school years and continuing through all of adult life. Here are some ways in which you can keep your child's creative career ideas lit, thereby, aiding in positive career development.

Encourage Questions

Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as, "I'm Daddy and I'm Superman, and you're Mommy and you're Wonder Woman." Don't criticize such statements. Your child is exploring who he or she is and the kind of persons they are becoming. It will help you to understand him or her better if you let your child talk in this way. Provide toys that promote experimentation through play with many different jobs.

Allow Creativity

Don't discourage you child from planning particular careers at an early age. It is better to ask "Why does this appeal to you?" than it is to say something like "You wouldn't like to do that" or "That is a terrific job" or "That's completely unrealistic." Until major action decisions have to be made, it is better to let your child think about any possible job choice.

Consider Alternatives

Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do this, what other things would you want to do?" It will help you learn more about your child, and provide her or him with a broader basis for career decision-making. Talking about your own alternate career choices will also help in this. For example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.

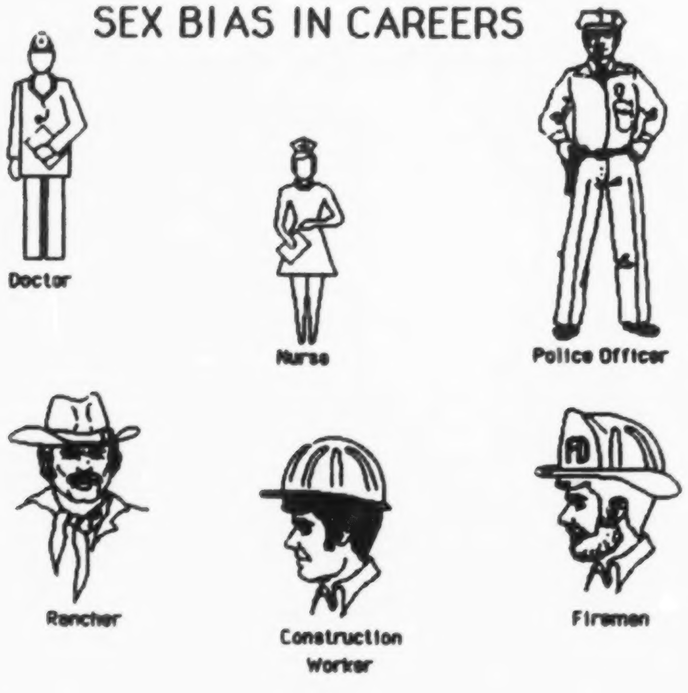
Promote Independence

Don't hesistate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important the he or she be happy than become what you would like. However, you can point out particular talents that he or she possesses and discuss the jobs that these would be helpful in.

121

Eliminate Sex Bias

Try to eliminate sex bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine", or your son enter one that you consider "femine". Don't discourage your child from thinking about such occupations. Times are changing, and removing barriers to sex equitable occupations begins with your support. If the child next door discourages your daughter from being a doctor because "girls are nurses," take your daughter to a woman doctor if you can. If you can't, point out women who are in traditionally male jobs. Say things like, "A person's sex really doesn't matter, it is ability that counts."



SEX BIAS IN CAREERS

BEST COPY AVAILABLE

Share Work Experiences

Tell your child about the work you do. Try to do so in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.

Explore College Alternatives

Remember a college degree is no longer the best or surest route to occupational success. If your child is in high school, encourage him or her to think about all kinds of educational opportunities. Try to help your child consider a variety of post high school educational opportunities, for example: All-volunteer armed forces, vocational and technical schools, community colleges. Emphasis the wide choices that exist.

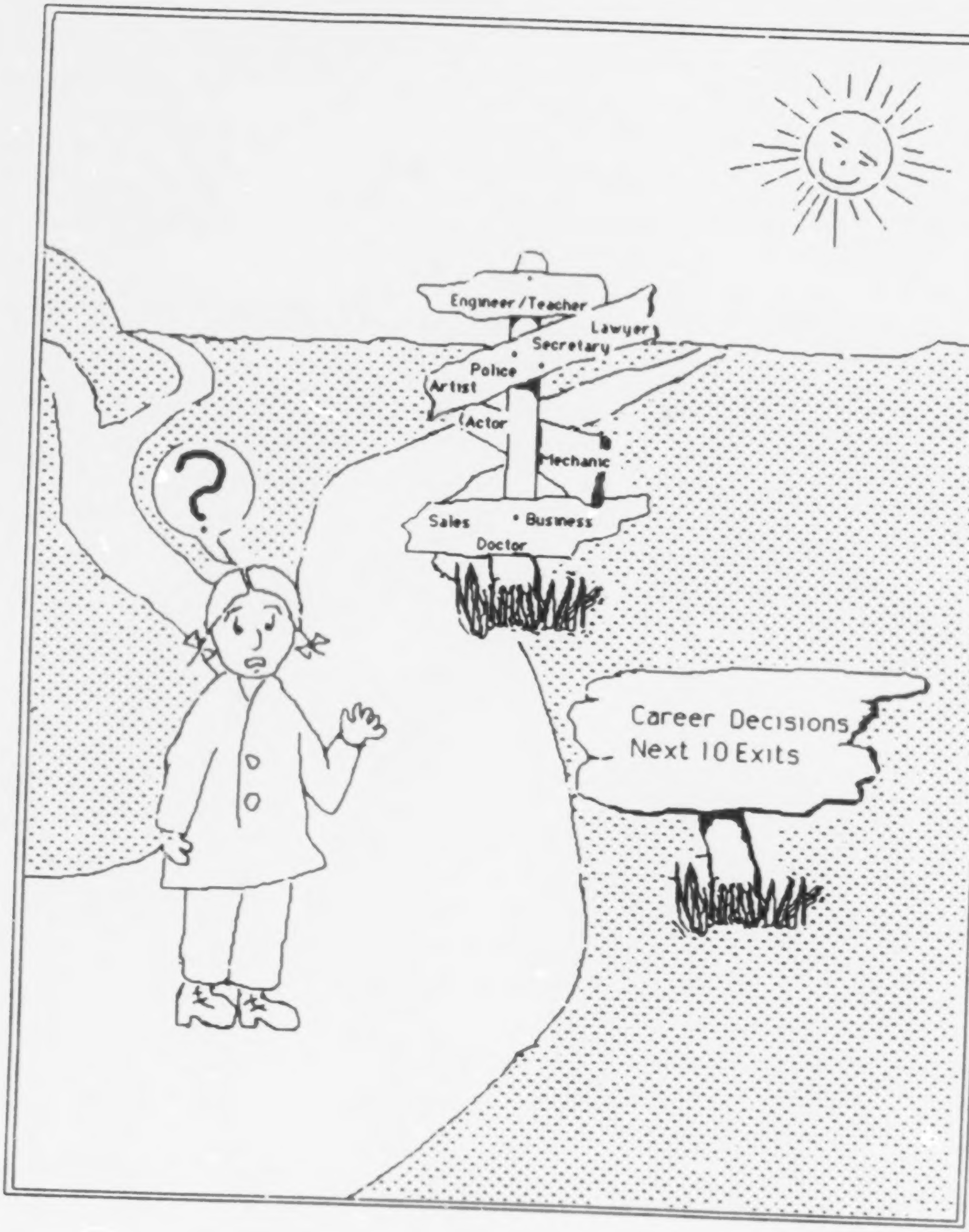
In Closing

The information and activities presented in this booklet can help you help your child through various stages of career awareness and development. You are provided with opportunities for active participation in this process. When you see the possibilities and recognize situations where this can happen, you become another resource in your child's career development.

Remember...

- Encourage your child to ask and think about the question. "What will I be when I grow up?"
- Try to help your child think about alternative choices.
- Tell your child about your work in a positive way.
- Encourage your child to ask others about their careers.
- Help your child explore hobbies and other leisure time activities.
- Eliminate sex bias thinking.

Your child's choices will certainly affect your future as well as your child's. In this sense, you have a right, as well as a responsibility, to be active in helping your child make career plans.


?
Engineer/Teacher
Lawyer
Secretary
Police
Artist
Actor
Mechanic
Sales
Business
Doctor
Career Decisions
Next 10 Exits

BEST COPY AVAILABLE